



**“ITEMS ANALYSIS OF THE ACHIEVEMENT TESTS AT SENIOR HIGH
SCHOOLS IN PEMALANG”**

RESEARCH PROJECT

Submitted as Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Education

By

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APPROVAL

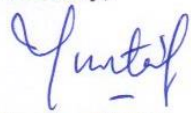
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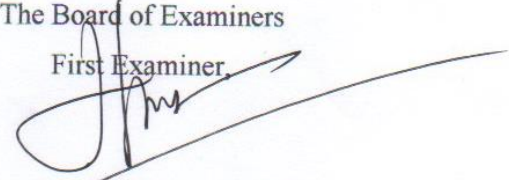

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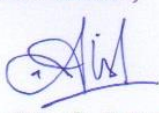

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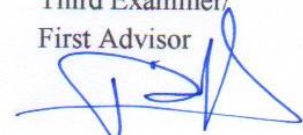
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STATEMENT OF ORIGINALITY

I state that my research project entitled **“Items Analysis of the Achievement Tests at Senior High Schools in Pemalang”** is definitely my own work.

In writing this research project, I do not make plagiarism or citation which inconsistent with the scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this research project. Others’ opinion or findings included in this research project are quoted or cited adjusted to the critical standard.

Tegal, August 2019

The researcher,

A handwritten signature in black ink is written over a green 6000 Rupiah Indonesian postage stamp. The stamp features the text 'METERAI TEMPEL', '6000', and 'ENAM RIBU RUPIAH'. To the left of the stamp is a large handwritten checkmark.

Adinda Putri Nurbaeti

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MOTTO AND DEDICATION

Motto:

1. Where there is desire, there is gonna be a flame. Where there is a flame, someone's bound to get burned. But just because it burns, it doesn't mean you're gonna die, you've gotta get up and try. (Pink-Try)
2. Girls should never be afraid to be smart. (Emma Watson)
3. Allah always sees our struggles, then do the best and pray. (Researcher)

Dedication:

This research project is dedicated to:

- ✿ My beloved parents (Bapak Abu Nawas and Ibu Sueti Sobari) who always gives the infinitely support and pray. I love you unconditionally.
- ✿ My lovely brothers, sisters, nieces, and nephew. Mas Rachman Salam, Mba Siti Daro'ah, Mas Nur Rahim, Mba Amalia Wulansari, Ayu Nur Halimah, Kakak Syafa Azizah Rachman, Mas Satria Azka Rachman, and Dede Adhara Bilqis Nur Ramadhani. Thanks for the supports, the pray, and all the moments we had.
- ✿ My sweethearts Aurora Sakinatulhaq, Dian Ayu Larasati, Fanny Komalasari, and Farrah Adillah. Thanks for being my online-offline partners.
- ✿ Dearest Ms Ekfindar Dilliana who gives me constructive criticism, suggestions, advice, and knowledge.

PREFACE

Alhamdulillah, all praises to The Most Gracious Allah Subhanahuwata'ala who always gives the guidance, so the researcher made this research project can be completed properly. Greetings and shalawat may always be devoted to the Prophet Muhammad Shalallahu'alaihiwassalam. This research project entitled **“Items Analysis of the Achievement Tests at Senior High Schools in Pemalang”** conducted as partial fulfilment of the requirements for the Degree of *Sarjana Pendidikan* in English Education of Pancasakti Univerity Tegal. The researcher would say thank you so much and give the sincerest gratitude and appreciation to:

1. Dr. Burhan Eko Purwanto, M.Hum., as the Rector of Pancasakti University Tegal
2. Dr. Purwo Susongko, M.Pd., as the Dean of Teacher Training and Education Faculty of Pancasakti University Tegal
3. Yuvita, M.Pd., as the Headmaster of the English Department of Teacher Training and Education Faculty of Pancasakti University Tegal.
4. Dr. Taufiqulloh, M. Hum., as the first advisor, who has given advice, corrections and helpful guidance to finish this research project.
5. Anin Eka Sulistyawati, S.S, M. Hum., as the second advisor, who has given advice, corrections and helpful guidance patiently for this research project.
6. Mr. Andre, Ms. Ade, and Ms. Amida, as the English teacher of each Senior High School who have given the guidance during the observation.
7. All students of the English Department-2015. I will miss you so bad.

The researcher realizes that this research project has not been perfect, it needs improvements for several parts. Thus, corrections, constructive criticism and suggestions are needed in the completion of this research project.

Tegal, 15th May 2019

The researcher

ABSTRACT

NURBAETI, ADINDA PUTRI. 2019. 1615500001. *“Items Analysis of the Achievement Tests at Senior High Schools in Pemalang”*. Research Project. Strata I Program, Faculty of Teacher Training and Education, Pancasakti University Tegal, The First Advisor is Dr Taufiqulloh, M. Hum. and The Second Advisor is Anin Eka Sulistyawati, S. S. M. Hum.

Keywords: *Items Analysis, Achievement Test, Senior High School*

The objectives of the research are; (1) to find out the results of items analysis towards achievement tests at Senior High Schools in Pemalang, and (2) to find out the results of validity and reliability towards achievement tests at Senior High Schools in Pemalang.

An achievement test is used to measure the students' knowledge of the materials at the end of the term of study, hence, it should be designed thoroughly by the test-maker. An achievement test is analyzed by looking for the index of the items analysis, validity, and reliability.

Quantitative research is used as the design of the research. The subject of the research is the first grade of Senior High Schools in Pemalang or 135 students from three different schools. Afterwards, the documentation technique is used for collecting the data, in this case, the test-papers, and either the students' answer sheets or the recapitulation paper from those schools.

By looking at the result discussion, it can be summarized that all of the test items have the index of items analysis, validity, and reliability, even though it does not as good as should be. In detail, the test items of SHS X is ideal as it still can differentiate the students' ability with the various difficulty level and almost half of the test items are accepted, valid, and reliable. However, the test items of SHS Y are designed well since it does the function of items analysis well and belongs as reliable, nevertheless, only half of the test items are valid. On the contrary, most of the test items of SHS Z are invalid. Fortunately, it is reliable, and the index of items analysis counted as quite good items, without its distractor efficiency.

In conclusion, all of the tests have fulfilled the criteria of items analysis, validity, and reliability of the test. Although there is the index in normal grade, but it must be appreciated as the achievement tests are made originally by the teacher. In accordance, the teacher should design the achievement tests thoroughly by using the content of the tests are what students learn in the teaching-learning process.

ABSTRAK

NURBAETI, ADINDA PUTRI. 2019. 1615500001. *“Items Analysis of the Achievement Tests at Senior High Schools in Pemalang”*. Skripsi. Program Sarjana, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, Dosen Pembimbing 1: Dr Taufiqulloh, M. Hum. dan Dosen Pembimbing 2: Anin Eka Sulistyawati, S. S. M. Hum.

Kata Kunci: *Analisa Butir Tes, Tes Pencapaian Siswa, SMA*

Tujuan dari penelitian ini adalah; (1) untuk mengetahui hasil analisa butir tes pencapaian siswa dari tiga SMA di Pemalang, and (2) untuk mengetahui hasil validitas dan reliabilitas butir tes pencapaian siswa dari tiga SMA di Pemalang.

Tes pencapaian siswa merupakan tes yang diberikan di akhir masa pembelajaran untuk mengukur hasil belajar siswa berdasarkan materi yang telah diajarkan. Dalam penelitian ini, hasil dari analisa butir tes, validitas, dan reliabilitas dari butir tes diteliti.

Penelitian ini merupakan penelitian kuantitatif. Jawaban tes pencapaian 135 siswa Kelas X dari tiga SMA berbeda di Pemalang digunakan sebagai subyek penelitian. Lalu, teknik dokumentasi digunakan peneliti sebagai cara dalam pengumpulan data seperti lembar soal, jawaban siswa atau hasil rekapitulasi skor.

Dari analisa yang dilakukan, dihasilkan bahwa semua butir tes yang ada dari tiga set tes pencapaian siswa memiliki index fungsi butir tes, validitas, dan reliabilitas yang bervariasi. Secara spesifik, hasil analisa butir tes dari SMA X dapat dikatakan ideal dikarenakan butir tes dari tersebut masih dapat membedakan siswa dengan abilitas tinggi dan rendah berdasarkan skor dan nilai yang ada, setengah dari jumlah pengecoh yang ada diterima, dan lebih dari setengah butir tes diteliti valid dan reliabel. Selanjutnya, hasil analisa tes pencapaian siswa SMA Y dianalisa sebagai tes yang baik karena tetap memiliki fungsi butir tes yang baik, tes diukur sebagai tes yang reliabel walaupun masih terdapat beberapa yang tidak valid. Di sisi lain, lebih dari setengah dari butir tes pencapaian siswa SMA Z tidak baik. Namun baiknya, hasil fungsi butir tes pencapaian siswa masih dalam kadar baik.

Berdasarkan hasil diatas, dapat disimpulkan bahwa ketiga tes pencapaian siswa dari tiga sekolah yang berbeda telah memnuhi kriteria analisa seperti analisa butir tes, validitas, dan reliabilitas. Walaupun masih terdapat index dalam kategori cukup namun hal ini dapat dijadikan apresiasi dan motivasi untuk guru mengingat tes pencapaian siswa yang digunakan dibuat oleh guru mata pelajaran Bahasa Inggris masing-masing sekolah. Berkenaan dengan ini, guru seharusnya membuat rencana tes pencapaian siswa dengan teliti dengan membuat butir tes yang ada berdasarkan materi yang telah diajarkan saat proses belajar mengajar.

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CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the problem, statement of the problems, conceptual definitions, objectives of the research, and significances of the research.

A. Background of the Problem

English language teaching is conducted by every English teacher to teach English as a Mother Tongue (EMT), as a Second Language (ESL) or as a Foreign Language (EFL). Hence, as teachers, they have to grasp and be flexible what position they stand for. It deals with the competencies that should be understood and mastered by the teachers.

Thus, to enhance this kind of case, the teachers should undertake the appropriate roles of a teacher, as cited from Kumbakonam & S (2017: 1) on International Journal of Educational Science and Research, that a teacher does as a learner, a facilitator, an assessor, a manager, and an evaluator.

In line with the role of a teacher above that teachers do not only focus on what method the teachers use or which methods suitable for the particular material, but it is also about how the teachers evaluate the students' ability during or at the end of the term of study. According to Keeves (1997) cited in Braun, Kanjee, Bettinger, & Kremer (2006: 1) that evaluation refers to the process of arriving at judgements about abstract entities such as programs, curricula, organizations, and institution. For example, systemic evaluations e.g. National

Assessments are conducted to ascertain how well an education system is functioning.

Thus, evaluation aims to make such a decision regarding students' ability, knowledge, or performances, through the systematic evaluation in educational programs. And in order to evaluate the students, the teacher will need a test as a tool of evaluation.

A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004: 3). Moreover, Braun et al. (2006: 13) denoted that the term "test" refers to an instrument of assessment that is conducted under some set of formal conditions. Tests developed outside the school are produced through a process of design and development that varies widely across time and space. This means that the test is administered depending on the school's current regulation.

Talking about the test, there are some kinds of the tests that teachers can choose and use for identifying students' knowledge according to Brown (2004: 43), they are Language Aptitude Test, Proficiency Test, Placement Test, Diagnostic Test, and Achievement Test. Every single type of tests has its own function and purposes in order to grasp information of students. Specifically, the **Language Aptitude Test** is used to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking (Modern Language Aptitude Tests practised in the USA), **Proficiency Test** has traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, and aural comprehension (TOEFL,

TOEIC, IELTS are the example of Proficiency Tests), in the other side, the purpose of **Placement Test** is to place or sort students into a particular level or section of a language curriculum or school. **Diagnostic Test** is given during the teaching and learning process to diagnose students' progress in learning and measure the specific aspects that students' have learnt, namely quizzes, exercise, mid-term test). And **Achievement Test** analyzes the extent to which students have acquired language features that have already been taught and it is often summative because it is given to the students at the end of a term of study.

Hence, evaluating the test is needed to measure and evaluate the test items relating to the quality of an achievement test called items analysis. Items analysis begins after the test has been administered. Gronlund and Linn (1990) suggested on Cohen, Manion and Morrison (2007: 421) that items analysis is designed to ensure that the items function as they are intended. Moreover, Manfenrius, Sutapa and Wijaya (2015: 2) stated that by doing items analysis, the teachers will know how the quality of the test is, whether it must be omitted if it provides low quality or must be used if it provides high quality.

Also, the other important things that should be analyzed on the test items are analyzing the validity and reliability of the test items. Grant *et al* (2006: 7) defined that validity is concerned with the proper interpretation and use of test scores. Added, test validity is a measure of how accurately a test score reflects students' real-life language ability. For a test to be valid, all items have to measure what the test is supposed to measure, i.e. what researchers in the field

call a “construct”. Thus, validity is used to measure whether the test is pertinent or not with the students’ material.

Then, according to Garvin & Ebel (1980, 76), reliability is the term used to describe one of the most significant properties of a set of test scores how consistent or error-free the measurements are. Moreover, another writer added that reliability is concerned with the consistency of the results produced by the assessment instrument. It is a measure of the extent to which the test scores are free from errors of measurement Grant et al. (2006: 7). It can be concluded that reliability is one of the tools for evaluating the test depend on how the consistent and dependable the test is.

Theoretically, by keeping up the purpose of items analysis, validity and reliability, thus, the positive effect can be uncovered. For instance, the teachers may detect the quality of the test by implementing the items analysis, and then they can improve those test items by revising or even rejecting the worthless test items. At one side, according to Brown & Frederick (1971) cited in Marie & Edannur (2015: 1), items analysis has two purposes, namely to identify defective test items and to indicate the content the learners have or have not mastered items analysis measures the effectiveness of individual test item in terms of its difficulty level and power to distinguish between high and low scorers in test. Then, Gowdhaman & Nachimuthu (2013: 2) added that the main purpose of items analysis is to improve internal consistency or internal structure validity, focused on confirming a single factor or one-trait test. Moreover, Alberta & Krishman (2013) cited in Manfenrius et al. (2015: 1)

defined that the purpose of items analysis is to evaluate the quality of individual items by using specific qualitative and quantitative methods.

Therefore, Fulcher (2010: 46) discussed, the test is reliable if the test yields dependable scores one day and the next. Furthermore, Heaton (1988) cited in Ciptaningrum (2014: 8), there are five factors affecting the reliability of the test. The first is the extent of the sample of a material selected for testing, the second is the administration of the test, the third is the instruction, the fourth is personal factors such as motivation and illness, the last is about the scoring the test.

Then, Brown (2005) defined that validity is important when it is involved in the decisions that teachers regularly make about their students. Teachers certainly want to base their admissions, placement, achievement, diagnostic decisions on tests that are actually testing what they claim to measure. Also, Fulcher (2010: 20) raised the question of the extent to which the score is relevant and useful to any decisions that might be made on the basis of scores, and whether the use of the test to make those decisions has positive consequences for test-takers, which that question relates to whether it can be shown that the inferences drawn from a test score about the knowledge, skills and abilities of a test taker are justified.

From those positive effects, it can be outlined that the items analysis is important after the test is conducted because the items analysis has a function as an evaluating tool to the students' ability, knowledge, or performance based on the material have been given, and as a reference for the teachers because by

analyzing the items analysis, the quality of the test items are discovered here, thus the teacher can decide which test items accepted, should be revised, and even discarded. Furthermore, reliability and validity also need to be analyzed to discover the degree of consistency or dependability of each test item; also a degree of the relevance between the score of test and the students; knowledge, skills, and performances.

Those positive effects are inconsistency with tangible fact. Practically, these items analysis is not always be done by all teachers after they got the score. Usually, the teachers end the test as the last stage of the teaching process, this happened to cause the limited time to do items analysis as the impact of the test. It was so erroneous as this items analysis is important to obtain the information if those test items are effective or even ineffective for the students.

Understanding that phenomena happen, the researcher tried to analyze the test items on the achievement test as one of the test types. The reason for choosing the topics are namely, the achievement tests have been conducted in the last semester and they have not been analyzed by the teachers, and remind that analyzing the items analysis is important, then, the researcher perceives that it is needed to discover the result of test items of the achievement test.

Because of the test items of the achievement test are multiple-choice, then the multiple-choice are tested by analyzing three indicators, they are item facility (item difficulty), item discrimination, and distractor analysis, thus the

researcher took an analysis using three kinds of those measures (H. D. Brown, 2004).

B. Research Questions

Related to the previous discussion, there are three research questions of this study as follows:

1. what is the results of items analysis towards achievement tests at Senior High Schools in Pemalang?
2. what is the result of validity and reliability towards achievement tests at Senior High Schools in Pemalang?

C. Conceptual Definition

The focus of this study is to analyze the test items by finding out the extent of the item facility, item discrimination, distractor efficiency, validity, reliability of the tests. These achievement tests are provided from three Senior High Schools in Pemalang, in which, those Senior High Schools have conducted the final test in the last December 2018.

By doing this research project, the index of validity, reliability, the extent of each item facility, item discrimination, and distractor efficiency which eventually have a result if the test items need to accepted, discarded, or even revised are found.

D. Objectives of the Research

Based on the statement of the problems, the objectives of the research are as follows:

1. to find out the results of items analysis towards achievement tests at Senior High Schools in Pemalang.
2. to find out the results of validity and reliability towards achievement tests at Senior High Schools in Pemalang.

E. Significances of the Research

This research may give both theoretical and practical significances and contribution. Theoretically, based on the explanation above, the result of this research is expected to discover the result of test items of the achievement tests at Senior High Schools in Pemalang. Thus, this research's final findings provide information on the test items for each item facility, item discrimination, and distractor efficiency.

Practically, this research can be the tool for the researcher to improve writing skill especially the ability to construct the test items and the way to analyze the the test items. Therefore, it also gives a contribution to the teachers or test-makers to improve the the test items, and to the readers, learners, other researchers as a reference for further research or study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focuses on the discussion about some reviews of previous research related to this current research. It is focused on the discussion about the review of related theories that will support this research based on some experts statement.

A. Review of Previous Studies

In this part, the researcher presents the previous studies which are related to the research project proposal, a number of similar studies with the Items Analysis of Achievement Tests that have been conducted by some researchers as follows:

Gowdhaman & Nachimuthu (2013) had conducted research on Research Journal of Educational Sciences entitled Item Analysis of History Achievement Test on Difference Index (DI) in the Criterion-Referenced Measurement. This research aimed to (1) find the item facility index calculated from the pre-test and post-test, (2) find the different index of history achievement test items in the criterion-referenced test, and (3) find the performance of achievement test. The pre-test and post-test designs are used in this study by applying this pre-test at the beginning of the research, then they started to apply the instruction of Photograph used history teaching which ended with the post-test. Both pre-test and post-test contained the same questions of 190 test items of objective test. Therefore, the researchers took the data using purposive sampling which

took a sample of 15 students of the 11th class of Tamil Medium School in Salem District, India. The result of the study showed that 85 items were not fitting because they reflected only small gains, thus these 85 items were discarded. And 80 items were much better related to the curriculum, 25 items were higher values. Therefore, only 105 test items of the achievement test were accepted for the History subject.

The other study was conducted by Marie & Edannur (2015) from School of Education, Pondicherry University, India as a research paper entitled Relevance of Item Analysis in Standardizing an Achievement Test in Teaching of Physical Science in B.Ed Syllabus. The purposes of this study were to discover the item difficulty level and discrimination power of individual test items, also to find out the relationship between the degree of item difficulty and corresponding power of discrimination of test items. Purposive sampling was adopted as a method for collecting the data taken from 100 B.Ed students. It was found that the increase of item discrimination index affected to the increasing of item facility index but to an optimum index only after which discrimination power decreasing with the increase in item facility. and got decreased for very easy and very difficult test items, also most of the test items were accepted in a range of difficulty and discrimination level, however, some items were rejected due to their poor discrimination index.

All the studies above are about items analyses which have been conducted by some writers. Here, the researcher concludes that there is a similarity in using the research instrument, that is, an achievement test, even

though they employed different subject, Gowdhaman used History, and Marie used Physical science. Therefore, those studies used documentation-based analysis. In the other side, the numbers of samples were different. The first study took 15 students as a sample, while the second study took 100 students.

Also, regarding the explanation above, there are some differences between the previous studies and this research project proposal, specifically the researcher use the English achievement tests of Senior High Schools in Pemalang as the subject of the research, which there were 104 students' answer sheets which each answer sheets contain either 35 or 50 test items. Hence, the researcher added the distractor efficiency of items analysis, reliability and validity in this research proposal and the data be analyzed using the Winstep Rasch Model.

B. Review of Related Theories

1. Achievement Test

a) Definition of the test, Assessment and Teaching

In the technical jargon of testing, there are two kinds of test are called the Norm-Referenced Test (NRT) and Criterion-Referenced Test (CRT). According to H. D. Brown (2004: 7), the purpose of NRT is to place test-takers along a mathematical continuum in rank order which the scores are usually reported back to the test-taker in the form of a numerical score and a percentile rank, while Brown (2005) added, NRT is designed to measure global language abilities, namely overall English language proficiency, academic listening ability, reading comprehension, and so on. On the other hand, H. D. Brown

(2004: 7) also raised about CRT, however, it is designed to give test-takers feedback, usually in the form of grades, on a specific course or lesson objectives. In one line, Brown (2005) defined that CRT is usually produced to measure well-defined and fairly specific instructional objectives to a particular course, program, school district, or state.

Regarding the definition of the Norm-Referenced Test and Criterion-Referenced Test, it is gotten that two kinds of test are a pretty different test. Here, a more detailed the differences are provided in the form of table 2.1.

Table 1
The differences between the NRT and CRT

Characteristic	Norm-Referenced	Criterion-Referenced
Type of Interpretation	Relatives (A student's performance is compared to those of all other students in percentile terms)	Absolute (A student's performance is compared only to the amount, or percentage, of material learned)
Type of Measurement	To measure general language abilities or proficiency	To measure specific objectives based on language points
Purpose of Testing	Spread students out along a continuum of general abilities or	Assess the amount of material known or learned by each student

	proficiencies	
Distribution of Scores	Normal distribution of scores around the mean	Varis; often non-normal. Students who know the material should score 100%
Test Structure	A few relatively long subtest with a variety of item contents	A series of short, well-defined subtests with similar item contents
Knowledge of Questions	Students have little or no idea of what content to expect in test items	Students know exactly what content to expect in test items

Source: Brown (2005)

On the other hand, according to Arikunto cited by Dewi (2017) that a test is a tool or procedures used to measure and know something based on the specific clues. Talking about the test, there are some terminologies; firstly is the test-takers, the respondents that are doing the test. Secondly is the tester, is someone who is responsible to collect and resume the respondents' result. Moreover, H. D. Brown (2004: 3) stated in his book that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. Also, written by Hedge (2000) that a good test provides the opportunity for students to show how much they know about language structure and vocabulary, as well as how they are able to use these formal linguistics features

to convey meanings in classroom language activities. Test of this type may be used as part of an integrated assessment system.

Based on the definition of the test, the researcher concludes that the existence of the test is an important activity to discover the respondents' or students' ability, knowledge, even performance in a term of study, thus, it should be tester's consideration to make a good test by making an analysis.

The test is a subset of assessment; they are certainly not the only form of assessment that a teacher can make. Assessment, however, is an ongoing process that encompasses a much wider domain. Assessment can be in the form of students' responses, questions, or comment which shows the level of students' understanding.

b) The Test Types

H. D. Brown (2004: 43) defined that there are five kinds of tests based on the specific objectives and purposes, namely language aptitude test, proficiency test, placement test, diagnostic test, and achievement test.

Language aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking, however, it predicts a persons' success prior to exposure to the second language. Modern Language Aptitude Test (MLAT) and Pimsleur Language Aptitude Battery (PLAB) have been used in the United States. Both MLAT and PLAB show some significant correlations with ultimate performance of students in language courses which presuppose a foreign language course in

which success is measured by similar processes of mimicry, memorization, and puzzle-solving.

A **proficiency test** is used to test global competence in a language in conventional terminology which is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall ability. The proficiency test is almost always summative and norm-referenced and provides results in the form of a single score. A specific example of a standardized proficiency test is Test of English as Foreign Language (TOEFL), Test of English for International Communication (TOEIC), and the International English Language Testing System (IELTS).

The purpose of **the placement test** is to place or sort students into a particular learning level of language curriculum or school. It comes in many varieties: assessing comprehension and production, responding through written and oral performance, open-ended and limited responses, selection (multiple-choice) and gap-filling formats, depending on the nature of a program and its need.

A **diagnostic test** is given during the teaching and learning process to diagnose students' progress in learning and measure the specific aspects that students' have learnt. The typical examples are quizzes, exercise, mid-term test.

Achievement test analyzes the extent to which students have acquired language features that have already been taught and it is often summative because it is given to the students at the end of a term of study.

c) Achievement Test

An achievement test is a test to evaluate and measure the students' knowledge and performances at the end of the course or term of study. According to Brown (2005), an achievement test should be designed with very specific reference to a particular course; means that the achievement tests are directly based on course objectives and will be criterion-referenced. Moreover, Capkova, Kroupova, & Young (2015: 2) added that achievement tests are designed to show that students have learned what they have been taught, there is a need for both at the university level. Thus, the achievement test contains the material which has been taught earlier, thus, it occasionally measures and evaluates the students' knowledge, performances, or ability. Brown (2005) discussed in his book about the characteristics of the achievement test. Specifically, the achievement test is administered at the end of the course or term of study, however, it determines the degree of learning for advancement or graduation which the overall test items contain the particular material have been learned.

Therefore, these achievement tests are used as the subject of the research. The researcher took three achievement tests from different schools in Pematang. Regarding the using of its achievement tests, the reason why researcher use the English "Peminatan" program rather than the English "Wajib" program because the English "Wajib" program has the same achievement test in Pematang. However, each achievement test consisted of 50 test items which contained the material have been taught.

d) Characteristic of the Good Test

Tests as a tool of evaluation should be tested to measure whether those tests have fulfilled the criteria as a good test or not. Consequently, H. D. Brown (2004: 19) defined that there are five criteria for testing a test, they are practicality, reliability, validity, authenticity, and washback which are explained as follows:

A test should be **practical** to represent as an effective test which can be referred by identifying that the number of the test is consistent with the time estimations, examining a set of test to be easy to organize in the classroom, and making definitely score procedure. As cited in H. D. Brown (2004: 19) that an effective test is practical. This means that an effective test is not excessively expensive, stays within appropriate time constraints, is relatively easy to administer, and has a scoring/ evaluation procedure that is specific and time-efficient.

The second one is **reliability**, Grant et al. (2006: 7) explained that reliability is concerned with the consistency of the results produced by the assessment instrument. It is a measure of the extent to which the test scores are free from errors of measurement. Theoretically, a reliable test should produce the same result if administered to the same student on two separate occasions, provided the conditions are the same and there is an adjustment for prior learning and growth. A set of the test could be qualified as a reliable test if they are dependable and consistent. Facilities, human error, environment, and/or students' condition can be factors of the measurement errors. According to

Mousavi (2002) cited in H. D. Brown (2004: 21), fluctuations in the students, in scoring, in test administration, and the test itself is the factors of unreliability. Unreliability, however, is the things which make an interference of the test. Also, Brown (2005) classified several ways to analyze the reliability, such as split-half Reliability, Cronbach Alpha, and Kuder-Richardson Formula. However, the statistical operations of SPSS is used to analyze the reliability of the test items in this research.

The other criterion is **validity**. Capkova et al. (2015: 2) defined that test validity is a measure of how accurately a test score reflects students' real-life language ability. For a test to be valid, all items have to measure what the test is supposed to measure, i.e. what researchers in the field call a "construct". Also, Ciptaningrum (2014: 8) cited from Tambunan (1998) that validity refers to the extent to which the result of an evaluation procedure serve the particular uses for which they are intended. Thus, the validity of the test is the extent to which the test measures what is intended to measure. From the explanation above, it can be concluded that validity is one of the criteria to identify whether the test shows a good test. Therefore, the sentence of measure what is intended to measure means that a good test should measure students' ability and knowledge based on their understanding level. Thus, the relevance of the material and the blueprint of the test is required.

While, **authenticity** is the fourth criterion. H. D. Brown (2004: 28) defined the authenticity, by citing Bachman and Palmer as "the degree of correspondence of the characteristics of a given language tests task to the

features of the target language task”, and then suggest an agenda for identifying those target language tasks and for transforming them into valid test items. He defined the form of authenticity in a test in the following ways, specifically are the nature of language in the test, contextual items, interesting and meaningful topics, some thematic organization to items are provided, such as using a storyline or episode, and tasks represent, or closely approximate, real-world tasks. The explanation above shows that the ways how the test delivered are important. It means that the given language and the features of the target language task should be relevant to the students. Thus, the students will do the test maximally.

Last but not least, **Washback**. Hughes (2003) cited in H. D. Brown (2004: 28) explained that washback is the effect of the tests have on instruction in terms of how students prepare for the test. Washback enhances a number of basic principles of language acquisition: intrinsic motivation, autonomy, self-confidence, language, ego, interlanguage, and strategic investment, among others. It can be concluded that the important thing after the test administered that is students deserve to get feedback from the teacher. It may be some praise, constructive criticism, notes or comments. Thus, the students will discover their strength or weaknesses in the material of the test.

Madaus (1988) cited in Wall (2013: 1) defined these as tests “whose results are seen rightly or wrongly by students, teachers, administrators, parents, or the general public, as being used to make important decisions that immediately and directly affect them”. Furthermore, Alderson and Wall (1993)

in Wall (2013: 2) stated that the notion of washback more thoroughly than had been done hitherto, suggesting through a series of “washback hypotheses” the sorts of been areas that could be influenced by tests-for example, what teachers teach, how they teach, what learners learn, how they learn, the rate and sequence of teaching and learning, the degree and depth of teaching and learning, and attitudes toward the content or methods of teaching and learning.

2. Items Analysis

a) Item Response Theory

Item response theory (IRT) or Latent response theory is a developed-model from classical test theory (CTT) by three pioneers of psychometry, Frederick M. Lord, Georg Rasch, and Paul Lazarsfeld. Hulin *et al.* (1983) cited in Watson *et al.* (2012: 2) stated, this item response theory is used to solve much the same problems as classical test theory and, indeed, can often be complementary to classical test theory in terms of identifying sets of items that measure the same concept.

However, the IRT provides a score scale that is more useful for many purposes, namely for the construction of developmental scales or for the calibration of tests comprising different types of items or exercises than the summed score, percentage correct, or percentile scales.

b) Multiple Choice

Regarding the explanation about the subject of the research, however, the achievement tests are in form of objective test, especially the multiple-choice. A multiple-choice item is distinguished by its structure. It usually consists of a

given task, stimulus material or question statement which is called the stem, followed by a series of options or alternative responses from which the student is required to select the correct response or key. The incorrect options are called distractors. Distractors must be plausible to encourage the student to think carefully in arriving at the key Grant et al. (2006: 28). These incorrect options should distract, or divert the students' attention away from the correct answer if the students really do not know which is correct (Brown, 2015). Thus, the multiple-choice item is one of the test forms which provides several options responses. One of those options responses is the key, and the others are incorrect answers or called distractors.

At one side, Fulcher (2010: 172) described some guidelines for multiple-choice in the following advice, three of them are (1) the stem should not contain vocabulary that is unknown to the test takers unless it is a vocabulary item. This means that the teacher should consider making the test in sense of diction and vocabulary, caused it should be pertinent with the students' vocabulary mastering. (2) avoid negatives such as 'not' and 'except' if at all possible, as such questions increase cognitive processing and make the item more difficult. That sentence shows that the teachers should keep away the negatives because the students can be distracted to conceive the whole of sentences on the test (3) options should be similar in structure and (most importantly) length. If all else fails in a multiple-choice test, students will select the longest option. The option should be similar in structure in order to

make the students answer correctly by accident. If one of the options has a different structure, it may be that option will be chosen directly.

c) Items Analysis

After the test is administered, the score will be gotten so that items analysis should be completed to find out the result of test items of the test. Definitely, the term of items analysis is constructed from items and analysis, which these items are the core of the test should be analyzed in order that the teachers discover the result of test items as Brown (2005) explained that item is the basic unit, or building block, in testing, one way to improve a test is to examine the individual items and revise the test so that only those items that are performing well remain in the revised version of the test. Considering the items referred, he defined the whole of items analysis, that is, the systematic evaluation of the effectiveness of the individual items on a test, however, at the end of this analysis will be found which items should remain on a revised and improved version of the test.

Another expert, Garvin & Ebel (1980: 225) raised that items analysis indicates which items may be too easy or difficult and which may fail, for whatever reasons, to discriminate properly between high and low achievers. Sometimes, these procedures suggest why an item has not functioned effectively and how it might be improved. But most often items analysis only identifies problems, and the evaluator must search for the probable causes and possible solutions. Thus, it is concluded that the achievement test is important for classroom language testing. Alberta & Krishnan (2013) cited in Manfenrius

et al. (2015: 1), the purpose of item analysis is to evaluate the quality of individual items by using specific qualitative and quantitative methods.

This items analysis is run after getting the score in order that the teacher identifies the students' group based on their score. On the process of analyzing the items analysis, some criteria to determine which items that still can be used, revised, or even discarded are needed Gronlund (1981) discussed which cited in Nuryulia (2009: 20-21), namely (a) an item is used if it is valid, reliable, good discrimination power and moderate difficulty level; or valid, reliable, satisfactory discrimination power and moderate difficulty level. (b) an item is used with several revisions if it is valid, reliable, good discrimination power but the difficulty level is too easy; Valid, reliable, satisfactory discrimination power but the difficulty level is too difficult and too easy; Valid, reliable, poor discrimination power and moderate difficulty level; Not valid, reliable, good discrimination power and moderate difficulty level; or not valid, reliable, satisfactory discrimination power and moderate difficulty level. (c) an item should be discarded if it is valid, reliable, poor discrimination power and the difficulty level is too difficult or too easy; Not valid, reliable, good discrimination power, but the difficulty level is too difficult or too easy; Not valid, reliable, satisfactory discrimination power, but the difficulty level is too difficult or too easy; Not valid, reliable, poor discrimination power, and moderate difficulty level; or not valid, reliable, poor discrimination power and the difficulty level is too difficult or too easy.

Items analysis contains several kinds of statistical analysis which show the result of test items analyzing, namely the item facility, item discrimination, and distractor analysis. **Item facility** is used to know whether the test items are easy or difficult for the students. In line with the sentence, then Wood (1960) cited in Marie & Edannur (2015: 3) stated that the item facility of an item is understood as the proportion of the persons who answer a test item correctly. The higher this proportion means the lower the difficulty. What this means is that it has to do with an inverse relationship: the greater the difficulty of an item, the lower its index. Brown (2005) defined, this item facility is a statistic used to examine the percentage of students who correctly answer a given item. To calculate IF, add the number of students who correctly answered a particular item and divide that sum by the total number of students who took the test.

The second is **item discrimination**, based on H. D. Brown (2004: 59) that item discrimination is the extent to which an item differentiates between high- and low-ability test-takers. An item on which high-ability students who did well in the test and low-ability students who did not score equally well would have a poor ID because it did not discriminate between the two groups. In line with him, Cohen et al. (2007: 422) discussed that item discriminability, or item discrimination refers to the potential of the item in question to be answered correctly by those students who have a lot of the particular quality that the item is designed to measure and to be answered incorrectly by those students who have less of the particular quality that the same item is designed

to measure. Thus, the teachers have to divide the students into three groups based on their score, that is, high-ability, moderate-ability, and low-ability which only high and low-ability are used for this item discrimination.

The last of items analysis is **distractor efficiency**, based on Mozafer & Farhan Jaleel (2012) cited in Ciptaningrum (2014: 22) that, another important technique is an analysis of distractors, that provides information regarding the individual distractors and the key of a test item. Moreover, According to Fulcher (2010: 173) that distractor analysis involves counting how many test-takers selected each distractor to discover which are not working as intended. Then, H. D. Brown (2004: 60) explained that efficiency of the distractor is the extent to which the distractors “lure” a sufficient number of test-takers, especially lower-ability ones, and those responses are somewhat evenly distributed across all distractors. It is can be inferred that the distractor efficiency is important because it shows the students’ abilities and performances, especially depending on the high-ability students and low-ability students through their choices so that the teachers may analyze whether the test items refer as good or bad test items. The test items are good if most of the high-ability students are answer correctly, and the little of low-ability students are answer correctly, vice versa.

d) Winstep Rasch Model Computer Program

Written in A User’s Guide to Winsteps Rasch Model by Linacre (2006: 12) that Rasch analysis was formulated by Georg Rasch, a Danish mathematician, however, it is a method for obtaining objective, fundamental,

linear measures from stochastic observations of ordered category responses. At one side, Winstep is one of the statistical analysis softwares from Rasch model, the other kinds of Rasch model are facets, quest, con-quest, logimo and so on which are they have different functions. However, there are several numerical analysis can be analyzed using winstep, especially the numerical is needed in this research, namely reliability, validity, item facility, item discrimination, and distractor efficiency. According to Linacre (2006: 12), winsteps is Windows-based software which assists with many applications of the Rasch model, particularly in the areas of educational testing, attitude surveys and rating scale analysis. This winsteps program will be used as the statistical tool in this research, it considers that this tool has several characteristics against the other statistical program, those are, this Rasch model is independent of the sample used Rasch et al. (2011). Moreover, either the inconsistent answers or the abnormal pattern can be detected using this program.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Design of the Research

In doing this research, descriptive mixed research is used as the approach of the research, then this research belongs to quantitative and qualitative research. Descriptive is designed to present the data in the form of such situation or a phenomenon used as the data source by the researcher. Thus, by using this approach, the data was transferred from the document to the descriptive explanation. Therefore, the reason why the researcher used both quantitative and qualitative research is there are several kinds of statistical operations, and then by using the qualitative research, the results of statistical operations are presented by the researcher.

B. Subject of the Research

This research does not use the human as the subject of the research, instead the researcher gathers the achievement tests as the subject of the research, and however, the document is used to gain the data source. Purposive sampling is used to grasp the data source. Furthermore, Cohen et al. (2007: 114) defined, the purposive sampling is a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs. Thus, the data are taken from the three different schools

purposively as the sample of the research because those schools administer the 2013 Curriculum, and definitely, they provide the subject *Bahasa Inggris Peminatan*. Thus, the subject in this research is English achievement tests of the Tenth Grade which have been conducted in the first semester of Academic Year 2018/2019 at the three Senior High Schools in Pematang, especially the test papers or score recapitulation, and students' answer sheets from those three schools which the whole number of test items are 135 from 104 students of those schools.

C. Role of the Researcher

The roles of the researcher in this research are as a collector, an analyst, and a reporter. First, the researcher as a collector, cause the researcher collected the research data from several schools. Those data are in the form of test papers or score recapitulation and students' answer sheets. After the research data is collected, the researcher becomes an analyst, that is, analyze the data based on the items analysis. The last roles, the researcher act as a reporter, which means the researcher, reports the research result.

D. Type of Data

The type of data in this reserach is quantitaive and qualitative data, while the data was collected in the form of a document. Bowen (2009: 1) stated document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material which can be found in libraries, newspaper archives, historical society offices, and organisational or institutional files. In this

research, this document contains the test-papers, and either the students' answer sheets or the recapitulation paper from those schools.

E. Data Collecting Technique

In collecting the data, the document of achievement tests in sense of the test paper, either students' answer sheets or the recapitulation paper is used by the researcher to collect the research data, also known as the document study technique. According to Manfenrius et al. (2015: 3) that it is an analysis of the documents that we get from some sources. Thus, the researcher collected that document from the schools, for instance, the test papers and students' answer sheets from SHS X, SHS Y, and SHS Z, then those documents are analyzed to get the research result.

F. Instrument of Research

The instrument of the research used in this research is the test papers which in the form of multiple-choice and either the students' answer sheets or the recapitulation paper. The numbers of each achievement test are 35 up to 50 test items from more or less 34 students in one school. In addition, the researcher distributes the questionnaire to the students and teachers of three different schools.

G. Procedures of Analyzing Data

The statistical analysis is used for analyzing the data in this research. It includes the formulas of the items analysis for the item facility and item

discrimination. And for the distractor analysis, the researcher does not use the statistical analysis. The steps of the procedure are provided below:

1. The data is collected.
2. The data is analyzed using the Winstep-Rasch Model, then the result of statistical operations are gotten.
3. The data of the questionnaires are analyzed into the percentage mode
4. The researcher interprets the result of statistical analysis
 - a. Item facility; the result of the item facility is classified, 0.70 – 1.00 indicates the easiest possible item; 0.30 – 0.70 indicates the moderate item or acceptable item; 0.0 – 0.30 indicates the hardest test item.
 - b. Item discrimination; the classification depend on the result which if the index is higher than 0,40 is excellent; $0.30 \leq ID \leq 0.39$ is good; $0.20 \leq ID \leq 0.29$ is satisfactory; $0.00 \leq ID \leq 0.19$ is poor, and no discrimination if the index less than 0,00.
 - c. Distractor efficiency does not need statistical analysis.
5. The results of the item analysis are gotten.

H. Technique of Reporting Data

From the data research which is collected by the researcher, then the data proceeded to produce the information of research result. The descriptive data is used to present the research result because it deals with interpreting the data. Thus, the researcher presents the data in the tabulation forms, then interpret it into the sentences.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Data Description

The procedure of data collection began with some fields analysis have been done by the researcher at the Senior High Schools in Pemalang, particularly the first grade of those Senior High Schools from March till June 2019. Then the researcher gained the data of 135 items of multiple choices from 104 students of three Senior High Schools. However, those data found contained the items analysis for instances the item facility, item discrimination, distractor efficiency. Also, the validity and the reliability supporting functions in this research. In getting the data, the researcher asked for the curriculum unit of those schools to get the result of the test in detail.

B. Research Result

1. Item Facility

The difference between using classical theory and Rasch model for analysing the item facility is on the data interpretation. It means that the highest index of an item in classical theory deals with the easiest item on the test, conversely, the highest score of items in Rasch model shows that the item is the most difficult in the test. Again, the Rasch model does not classify the whole of items into the difficulties level based on the specific index (difficult, medium, easy).

The result of item facility is available below:

a) Item Facility of SHS X

Table 2
Item Facility of SHS X

No	Criteria	Percentage
1	Difficult (0,0 - 0,30)	4%
2	Moderate (0,31 - 0,70)	46%
3	Easy (0,71 - 1)	50%

In detail, the items number of each criterion above is as follows:

- a. The difficult items can be found in item number 8, and 39.
- b. Items number can be classified into moderate are item number 2, 3, 4, 5, 11, 13, 19, 20, 22, 23, 24, 26, 27, 28, 29, 34, 35, 36, 38, 42, 44, 46, and 49.
- c. Items number 1, 6, 7, 9, 10, 12, 14, 15, 16, 17, 18, 21, 25, 30, 31, 32, 33, 37, 40, 41, 43, 45, 47, 48, and 50 are items categorised as easy items.

b) Item Facility of SHS Y

Table 3
Item Facility of SHS Y

No	Criteria	Percentage
1	Difficult (0,0 - 0,30)	20%
2	Medium (0,31 - 0,70)	50%
3	Easy (0,71 - 1)	30%

In detail, the items number of each criterion above is as follows:

- a. The difficult items can be found in item number 3, 13, 17, 24, 25, 26, 27, 37, 42, and 46.
- b. Items number can be classified into moderate are item number 4, 5, 9, 10, 22, 23, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 40, 41, 43, 44, 45, 47, 48 and, 50.
- c. Items number 1, 2, 6, 7, 8, 11, 12, 14, 15, 16, 18, 19, 20, 21, and 49 are items categorised as easy items.

c) Item Facility of SHS Z

Table 4
Item Facility of SHS Z

No	Criteria	Percentage
1	Difficult (0,0 - 0,30)	34%
2	Medium (0,31 - 0,70)	46%
3	Easy (0,71 - 1)	20%

In detail, the items number of each criterion above is as follows:

- a. The difficult items can be found in item number 7, 11, 12, 14, 17, 19, 21, 25, 27, 28, 29, and 33.
- b. Items number can be classified into moderate are item number 2, 4, 8, 9, 10, 13, 15, 16, 18, 20, 22, 23, 26, 30, 34, and 35.
- c. Items number 1, 3, 5, 6, 24, 31, and 32 are items categorized as easy items.

The data above is about the item facility for each school provided into the chart in classifying the index of difficulties items. In getting the data of item facility, the researcher did not use the Rasch model in Winstep

program for the calculating system, instead, it is calculated by manual using Brown's theory. Thus, the classification of the item facility for each school was found and represented in simple data.

Here, the researcher shows the data summary of item facility of three Senior High Schools in Pemalang in a column chart.

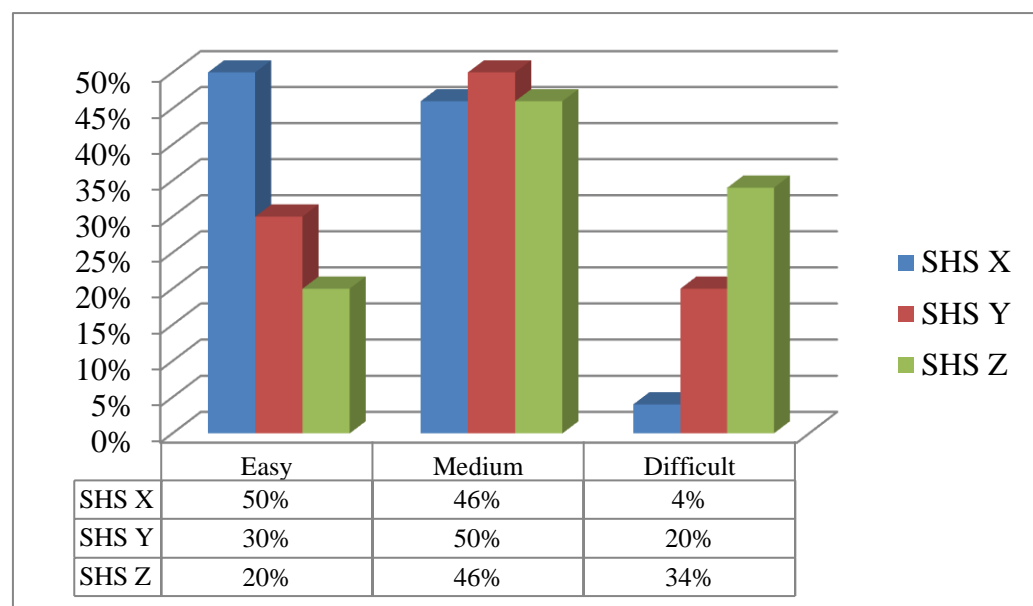


Figure 1. Percentage of Item Facility

2. Item Discrimination

Cohen et al. (2007: 42) discussed that item discriminability, or item discrimination refers to the potential of the item in question to be answered correctly by those students who have a lot of the particular quality that the item is designed to measure and to be answered incorrectly by those students who have less of the particular quality that the same item is designed to measure. On the other way, it can be considered that the function of item discrimination is to prove the ability of each item in differentiating between the high ability students and the low ability students.

The Rasch-model in Winstep Program is used to fetch the result of item discrimination in this kind of analysis. In the same case, Alagumalai, Curtis, & Hungi (2005) classified it into some levels, they are excellent ($>0,40$), good ($0,30 - 0,39$), satisfactory ($0,20 - 0,29$), poor ($0,00 - 0,19$), and no discrimination ($<0,00$).

The following table is the result of item discrimination:

a) Item Discrimination of SHS X

Table 5
Item Discrimination of SHS X

No	Classification	Percentage
1	Excellent (index is higher than 0,40)	42%
2	Good (index is about 0,30 up to 0,39)	6%
3	Satisfactory (index is about 0,20 up to 0,29)	28%
4	Poor (index is about 0,00 up to 0,19)	16%
5	No Discrimination (index less than 0,00)	8%

For itemizing the item discrimination above, the researcher brokedown for each criterion as follows:

- a. The items number belong to “excellent” quality if the index are higher than 0,40, they are item number 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 18, 19, 21, 23, 24, 34, 35, and 38.
- b. Good quality items for index about 0,30 – 0,39 can be classified towards item number 17, 25, and 26.
- c. Items number which categorized for satisfactory discrimination are item number 4, 8, 16, 22, 28, 29, 30, 31, 37, 41, 44, 46, 48, and 49.

d. According to the index, the poor items are item number 20, 27, 32, 33, 39, 40, 42, and 50.

e. Item number 36, 43, 45, and 47 can not discriminate ability of the students.

b) Item Discrimination of SHS Y

Table 6
Item Discrimination of SHS Y

No	Classification	Percentage
1	Excellent (index is higher than 0,40)	26%
2	Good (index is about 0,30 up to 0,39)	26%
3	Satisfactory (index is about 0,20 up to 0,29)	8%
4	Poor (index is about 0,00 up to 0,19)	32%
5	No Discrimination (index less than 0,00)	8%

For itemizing the item discrimination above, the researcher breakdown for each criterion as follows:

- a. The items number belong to “excellent” quality if the index is higher than 0,40, they are item number 5, 6, 9, 10, 11, 18, 20, 25, 22, 27, 37, 40, and 43.
- b. Good quality items for index about 0,30 – 0,39 can be classified towards item number 1, 2, 3, 12, 15, 16, 19, 23, 24, 29, 30, 32, and 48.
- c. Items number which categorized for satisfactory items are item number 34, 35, 42, and 44.

d. According to the index, the poor items are item number 4, 7, 8, 14, 17, 21, 28, 31, 33, 36, 38, 41, 45, 46, 49, and 50.

e. Item number 13, 26, 39, and 47 can not discriminate ability of the students.

c) Item Discrimination of SHS Z

Table 7
Item Discrimination of SHS Z

No	Classification	Percentage
1	Excellent (index is higher than 0,40)	29%
2	Good (index is about 0,30 up to 0,39)	14%
3	Satisfactory (index is about 0,20 up to 0,29)	17%
4	Poor (index is about 0,00 up to 0,19)	34%
5	No Discrimination (index less than 0,00)	6%

For itemizing the item discrimination above, the researcher breakdown for each criterion as follows:

- The items number belong to “excellent” quality if the index is higher than 0,40, they are item number 2, 6, 8, 9, 10, 12, 17, 19, 22, and 25.
- Good quality items for index about 0,30 – 0,39 can be classified towards item number 4, 18, 26, 30, and 32.
- Items number which categorized for satisfactory items are item number 1, 3, 5, 15, 20, and 33.
- According to the index, the poor items are item number 7, 11, 13, 14, 21, 23, 24, 28, 29, 31, 34, and 35.

- e. Item number 16 and 27 can not discriminate ability of the students.

The item discrimination is used for finding out the index of each item in differentiating the ability between high and low-ability. It is different from the previous function, that is the item facility, this item discrimination was calculated using the Rasch model. Then the researcher classified the items based on the index and represented it in percent.

This following column chart is about the distribution of the item discrimination for three schools provided.

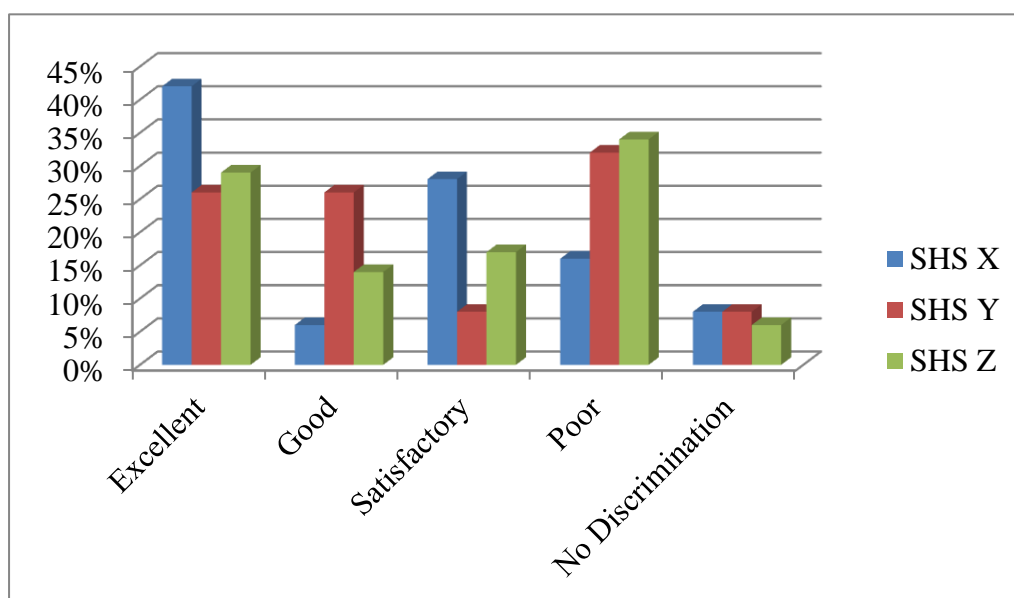


Figure 2. Percentage of Item Discrimination

3. Distractor Efficiency

The distractor efficiency is another important thing to be analyzed, that provides information regarding the individual distractors and the key of a test item. Moreover, According to Fulcher (2010: 173) that distractor analysis involves counting how many test-takers selected each distractor to discover which are not working as intended. As stated by H. D. Brown

(2004: 60), in analyzing the distractors efficiency, the researcher has to observe the students' responses of each item. The distractor is accepted if there are more than two responses of each item, then the distractor should be revised if that distractor is chosen by one or two student(s) and the distractor has to be discarded if there are no students choose it.

Based on the observation of three achievement tests, the researcher found the data as follows:

a) Distractor Efficiency of SHS X

Based on the explanation before, there are three kinds of results are found in analyzing the distractor efficiency, namely, accepted distractors, revised distractors, and discarded distractors. Then the researcher found the specific data, that, 29% of the test items were accepted which totally 58 distractors of the total 200 distractors. In addition, 37,5% of the distractors should be revised which were totally 75 distractors. The rest of that 33,5 % or 67 distractors should be discarded.

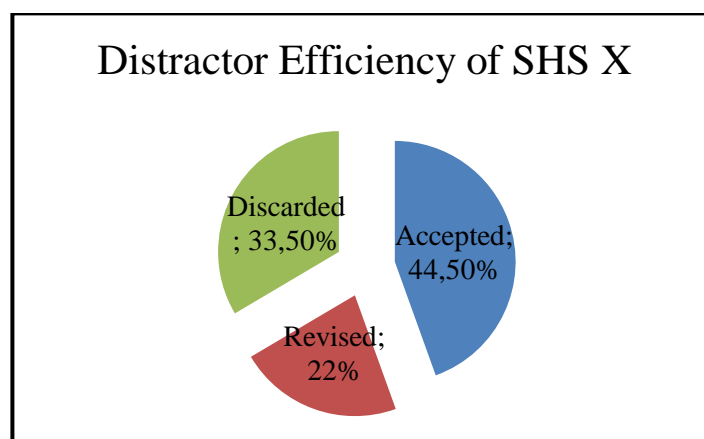


Figure 3. Percentage of Distractor Efficiency of SHS X

b) Distractor Efficiency of SHS Y

In a different school, the researcher also analyzed the same kind of distractor efficiency. The total data gained by the researcher in this school is 200 distractors, in which, those distractors are spread into three kinds of distractor namely accepted distractors, revised distractors, and discarded distractors. 42% of the distractors were accepted which totally 84 distractors of the total 200 distractors. And, 35% of the distractors should be revised which were totally 70 distractors. The rest of that 23% or 46 distractors should be discarded.

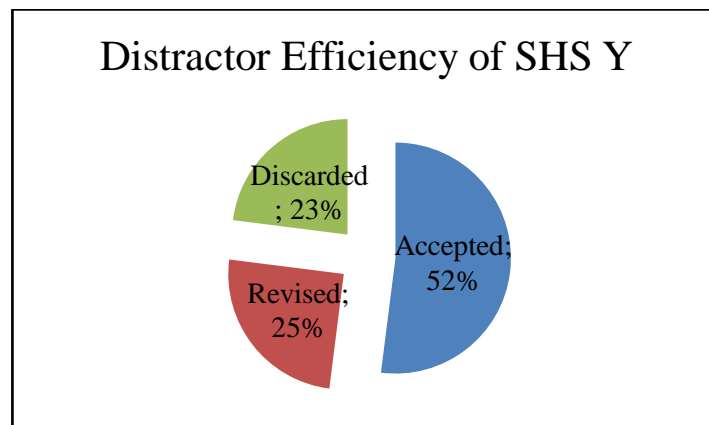


Figure 4. Percentage of Distractor Efficiency of SHS Y

This kind of function is different from both item facility and item discrimination since there are only two Senior High Schools provided in this distractor efficiency. Thus, the researcher only could represent the result of two schools, those are, SHS X and SHS Y. And for the summary data of distractor efficiency, the researcher shows it in the following chart.

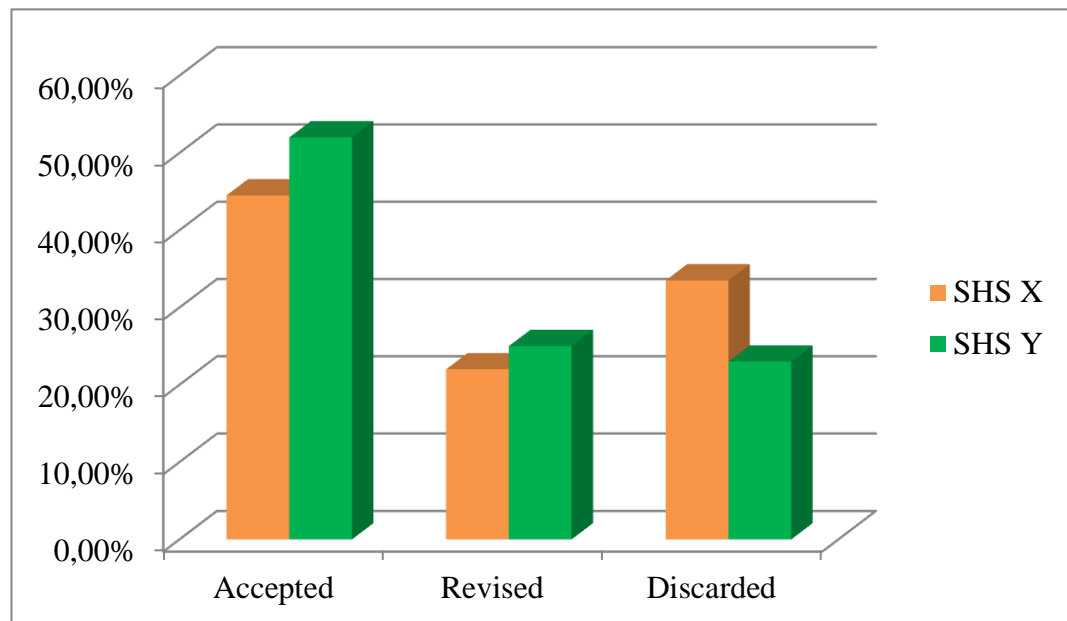


Figure 5. Percentage of Distractor Efficiency

4. Validity

Capkova et al. (2015: 2) defined that test validity is a measure of how accurately a test score reflects students' real-life language ability. For a test to be valid, all items have to measure what the test is supposed to measure, i.e. what researchers in the field call a "construct". Thus, the validity of the test is the extent to which the test measures what is intended to measure. The validity of the achievement tests have been analyzed by the researcher using the SPSS Statistics 22 which can be identified by looking at the index of Pearson Correlation higher than the index of r_{table} of total students, that is, 0,339 for the 34 students and 0,329 for the 36 students, then the test items are valid.

The following tables are the result of validity for each school.

a) The validity of SHS X

Table 8
The validity of SHS X

No	Status	Percentage
1	Valid	76%
2	Invalid	24%

In detail, the items number of each criterion above is as follows:

- a. Valid items classified into 47 items, they are, item number 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 45, 46, 48, and 49.
- b. There are three invalid items classified in the test of SHS X, those are, item number 4, 8, 16, 22, 31, 32, 37, 38, 39, 41, 47 and 50.

b) The validity of SHS Y

Table 9
The validity of SHS Y

No	Status	Percentage
1	Valid	48%
2	Invalid	52%

In detail, the items number of each criterion above is as follows:

- a. Valid items classified into 47 items, they are, item number 1, 2, 5, 6, 9, 10, 11, 12, 13, 18, 19, 20, 23, 25, 26, 27, 30, 32, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, and 46.
- b. There are four invalid items classified in the test of SHS Y, those are, item number 3, 4, 7, 8, 14, 15, 16, 17, 21, 22, 24, 28, 29, 31, 33, 40, 41, 42, 43, 44, 45, 47, 48, 49, and 50.

c) The validity of SHS Z

Table 10
The validity of SHS Z

No	Status	Percentage
1	Valid	20%
2	Invalid	80%

In detail, the items number of each criterion above is as follows:

- a. Valid items classified into 47 items, they are item number 2, 4, 6, 8, 10, 19, and 25.
- b. There is an invalid item classified in the test of SHS Z, that is, item number 1, 3, 5, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 26, 28, 29, 30, 31, 32, 33, 34, and 35.

5. Reliability

A set of the test could be qualified as a reliable test if they are dependable and consistent. Here, the reliability of the tests are identified by observing the index of reliability. The result of the reliability is available:

Table 11
Reliability of the Test

No	School	Reliability	Status
1	SHS X	0,905	Reliable
2	SHS Y	0,660	Reliable
3	SHS Z	0,342	Reliable

The result analysis of the reliability is based on the index of reliability.

It must be higher than r_{table} of total students of the class, for instance, the r_{table} of 34 students is 0,339, then it can be concluded that the tests of SHS X

and SHS Z are reliable, so did the test of SHS Y as the index of reliability is higher than r_{table} of students, 0,329.

C. Discussions

The researcher elaborates and discusses the information collected in the previous research result based on the analysis of the multiple-choice of the achievement tests. This analysis of the achievement tests is taken from the theory of Brown in H. D. Brown (2004) and Winstep-Rasch model.

In this research entitled “Items Analysis of the Achievement Tests at Senior High Schools in Pemalang.”, the researcher applied an analysis of the achievement tests as the quantitative calculation and an analysis of the students’ and teachers’ responses as an effect of the tests. It is similar to Ciptaningrum (2014) entitled “An Item Analysis of English Summative Test on Difficulty Level and Discriminating Power”. The writer of that study analyzes about the difficulty level as known as item facility, and distractor efficiency.

It is similar to Marie & Edannur (2015) entitled “Relevance Of Item Analysis in Standardizing an Achievement Test In Teaching of Physical Science In B.Ed Syllabus” from School of Education, Pondicherry University, India. They also discovered the item difficulty level and discrimination power of individual test items, also to find out the relationship between the degree of item difficulty and corresponding power of discrimination of test items.

In this part, the researcher shows the achievement tests that fulfilled the analysis of Multiple Choice items such as item facility, item discrimination, and distractor efficiency at three Senior High Schools in Pemalang. Item

facility is a statistic used to examine the percentage of students who correctly answer a given item. To calculate IF, add the number of students who correctly answered a particular item and divide that sum by the total number of students who took the test. Item can be expressed as a good item if tested not too difficult or too easy, but that is the good items will be categorized as medium. Too easy questions will not stimulate to solve that question. Items that fall into the category of the medium has an index of 0,30- 0,69.

The research result shows that the items in the achievement tests categorized as easy counted to 50% (X), 30% (Y), and 20% (Z), and medium for 46% (X), 50% (Y), and 46% (Z), and difficult for 4% (X), 20% (Y), and 34% (Z). The result of the study based on the analysis above shows that the question of SHS X can be said as not as good multiple choice question seen on the item facility, while for SHS Y and SHS Z can be indicated as good as multiple choice because they have low percentage of easy items and high percentage of difficult items.

As stated in the previous paragraph, it can be seen that SHS X has a higher percentage for the easy items and a lower percentage for the difficult items than others. Whereas, SHS Z has a lower percentage of easy items and a higher percentage for difficult items than others. Accordingly, there are some possibilities why this kind of result happened, but the researcher can take a reason, that it depends on the students' ability of the items of the achievement tests. It is equally as stated by Bachman (1990: 19), that the students with higher ability are expected to have a higher probability of correct performances

of the lower difficulty, and a lower probability of correct performances of greater difficulty, vice versa. Hence, it can be concluded that the students of SHS X have a higher ability than others.

Interpret the calculation results of item discrimination is higher than 0,40 regarded as excellent discrimination items, 0,30 up to 0,39 included as Good discrimination, then 0,20 up to 0,29 belongs satisfactory items, 0,00 up to 0,19 regarded as poor items, and items which have no discrimination if they have the index higher than 0,00. The result showed that multiple-choice which cannot discriminate the students counted for 4 items (X), 4 items (Y), and 2 items (Z). Poor items amounted to 8 items (X), 16 items (Y), and 12 items (Z). Satisfactory items for 14 items (X), 4 items (Y), and 6 items (Z). Good items counted for 6 items (X), 13 items (Y), and 5 items (Z) and the last is excellent for 21 items (X), 13 items (Y), and 10 items (Z). Based on the analysis above, it can be said that the questions of achievement tests of three senior high schools have good discrimination items since the majority of the test items regarded to the satisfactory until excellent items.

It follows that the result of the data above, almost half of items in SHS X regarded as excellent items, so it means that most of the items can discriminate the high and low ability students well, conversely, only 13 of 50 items on SHS Y are excellent. Again, SHS X has a lower percentage of poor items than others, therefore, only a few items in SHS X cannot discriminate the students' ability, or it can be summarized that the items of SHS X are ideal. Even so, the researcher does not claim that the items of SHS Y and SHS Z are not ideal. It

happens so since the items do not have the discriminating power as good as possible. Whereas the discriminating power is calculated from the students' response to the multiple-choice of the tests, thus, it depends on the students' ability. If most of the students can answer correctly, so the items neither do the function as excellent nor good items, instead, they do either as poor items or even no power items.

The researcher also shows the result of calculation of distractor efficiency categorized as accepted amounted to 44,5% (X) and 52% (Y), revised counted to 22% (X) and 25% (Y), and discarded for 33,5% (X) and 23% (Y). The correct answers of the items are not counted as the distractors in this distractor analysis, likewise, J. D. Brown (1996: 71) explained that the distractors are those choices will be counted as an incorrect answer. The research result shows there are almost half of distractors in SHS X are accepted, while more than half of distractors in SHS Y are accepted. Hence, the researcher inferences that most of the items are good as those distractors success in diverting the students' answer. It does not run well to the discarded distractors which amounted almost quarter of distractors are discarded for both schools. Yet, it sounds good to happen since it gives information that many distractors do the function well.

From the explanation above, one of the research questions is found that each result of items analysis of the achievement tests still has the function of test items, even though some of the test items they are too easy or too difficult, and can not discriminate the students' ability.

However, the result data of validity shows there are still many invalid items from total items of three schools. In detail, SHS X has the highest percentage of validity, on the contrary, SHS Z has the lowest percentage of validity. For this reason, the SHS Z has the most invalid items than others. Nevertheless, this validity shows the ability of items in measuring the test items whether it measures what should be measured. In other words, it relates to the content of the test items, the material given by the teacher, and the objectives of learning should be achieved. Thus, it can be summarized that the test items are still not appropriate with the real conditions. Admittedly, all of the achievement tests are reliable according to the research data since all of the reliability indexes are higher than the r_{table} of each index. It shows all achievement tests have high consistency and it can be used for other tests. Also, this consistency presents that the tests are dependable, means that the tests do the function to gather students' information in towards students' understanding.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After all, this research can be concluded based on the research result and the discussion towards the achievement tests in the previous chapter. It shows the analysis of the achievement tests for 104 students' answer by providing in either answer sheets or the recapitulation paper. However, the conclusions of the research are as follows:

1. The mean of item facility for SHS X, SHS Y, and SHS Z are 0,69; 0,55; and 0,44. The mean of those achievement tests indicate the tests are medium since the index of its mean are between 0,3 and 0,7. Thus, it is concluded the whole of those achievement tests fulfil the requirement as the good tests.
2. The mean of item discrimination for three schools are 0,326; 0,245; and 0,244. The index of SHS X examined as the good items, while the index of SHS Y and SHS Z analyzed as satisfactory items. The researcher concludes all the achievement tests are able to discriminate the higher and lower ability students.
3. Half of the distractors are accepted, so that, it does distract the students' answer.
4. One of three schools, SHS Z has valid index less than the total item of its test, thus the most of the test items in SHS Z has not examined the students properly. Conversely, the indexes of three schools show all tests are reliable and dependable. It means the whole of tests are consistent.

B. Suggestions

In this part, the researcher delivers some suggestions as the feedback of designing this research. The suggestions can be drawn as follows:

1. The teacher should know about criteria of good tests, so that, the teacher design the test appropriately and represent the material given to the students.
2. The researcher hopes this research project can be the reference in analyzing the tests.

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APPENDICES

Appendix 1 Index of Item Facility (SHS X)

Item	Total students (A)	Total of Correct Answers (B)	$IF = \frac{B}{A}$	Item	Total students (A)	Total of Correct Answers (B)	$IF = \frac{B}{A}$
1	34	31	0,911764706	26	34	23	0,676470588
2	34	24	0,705882353	27	34	14	0,411764706
3	34	22	0,647058824	28	34	16	0,470588235
4	34	24	0,705882353	29	34	21	0,617647059
5	34	22	0,647058824	30	34	27	0,794117647
6	34	26	0,764705882	31	34	27	0,794117647
7	34	25	0,735294118	32	34	32	0,941176471
8	34	4	0,117647059	33	34	32	0,941176471
9	34	25	0,735294118	34	34	23	0,676470588
10	34	26	0,764705882	35	34	14	0,411764706
11	34	24	0,705882353	36	34	22	0,647058824
12	34	27	0,794117647	37	34	27	0,794117647
13	34	21	0,617647059	38	34	17	0,5
14	34	27	0,794117647	39	34	9	0,264705882
15	34	27	0,794117647	40	34	28	0,823529412
16	34	33	0,970588235	41	34	28	0,823529412
17	34	31	0,911764706	42	34	16	0,470588235
18	34	25	0,735294118	43	34	32	0,941176471
19	34	20	0,588235294	44	34	24	0,705882353
20	34	18	0,529411765	45	34	26	0,764705882
21	34	25	0,735294118	46	34	20	0,588235294
22	34	11	0,323529412	47	34	31	0,911764706
23	34	23	0,676470588	48	34	28	0,823529412
24	34	17	0,5	49	34	14	0,411764706
25	34	29	0,852941176	50	34	32	0,941176471

Appendix 2 Index of Item Facility (SHS Y)

Item	Total Students (A)	Total of Correct Answers (B)	$IF = \frac{B}{A}$	Item	Total Students (A)	Total of Correct Answers (B)	$IF = \frac{B}{A}$
1	36	31	0,861111111	26	36	11	0,305555556
2	36	26	0,722222222	27	36	11	0,305555556
3	36	7	0,194444444	28	36	17	0,472222222
4	36	15	0,416666667	29	36	17	0,472222222
5	36	21	0,583333333	30	36	17	0,472222222
6	36	26	0,722222222	31	36	15	0,416666667
7	36	32	0,888888889	32	36	15	0,416666667
8	36	34	0,944444444	33	36	14	0,388888889
9	36	22	0,611111111	34	36	22	0,611111111
10	36	25	0,694444444	35	36	12	0,333333333
11	36	29	0,805555556	36	36	16	0,444444444
12	36	32	0,888888889	37	36	11	0,305555556
13	36	3	0,083333333	38	36	12	0,333333333
14	36	32	0,888888889	39	36	13	0,361111111
15	36	35	0,972222222	40	36	20	0,555555556
16	36	32	0,888888889	41	36	25	0,694444444
17	36	0	0	42	36	4	0,111111111
18	36	32	0,888888889	43	36	23	0,638888889
19	36	31	0,861111111	44	36	23	0,638888889
20	36	32	0,888888889	45	36	21	0,583333333
21	36	26	0,722222222	46	36	8	0,222222222
22	36	16	0,444444444	47	36	23	0,638888889
23	36	19	0,527777778	48	36	25	0,694444444
24	36	5	0,138888889	49	36	27	0,75
25	36	9	0,25	50	36	17	0,472222222

Appendix 3 Index of Item Facility (SHS Z)

Item	Total Students (A)	Total of Correct Answers (B)	$IF = \frac{B}{A}$	Item	Total Students (A)	Total of Correct Answers (B)	$IF = \frac{B}{A}$
1	34	31	0,911764706	19	34	6	0,176470588
2	34	15	0,441176471	20	34	11	0,323529412
3	34	26	0,764705882	21	34	10	0,294117647
4	34	23	0,676470588	22	34	16	0,470588235
5	34	28	0,823529412	23	34	13	0,382352941
6	34	26	0,764705882	24	34	27	0,794117647
7	34	7	0,205882353	25	34	9	0,264705882
8	34	12	0,352941176	26	34	24	0,705882353
9	34	22	0,647058824	27	34	7	0,205882353
10	34	13	0,382352941	28	34	3	0,088235294
11	34	10	0,294117647	29	34	8	0,235294118
12	34	3	0,088235294	30	34	11	0,323529412
13	34	17	0,5	31	34	26	0,764705882
14	34	3	0,088235294	32	34	28	0,823529412
15	34	13	0,382352941	33	34	8	0,235294118
16	34	17	0,5	34	34	14	0,411764706
17	34	7	0,205882353	35	34	21	0,617647059
18	34	11	0,323529412				

Appendix 4 Index of Item Discrimination (SHS X)

Item	ID Index	Status		Item	ID Index	Status
1	0,49	Excellent		26	0,31	Good
2	0,53	Excellent		27	0,03	Poor
3	0,57	Excellent		28	0,27	Satisfactory
4	0,26	Satisfactory		29	0,29	Satisfactory
5	0,6	Excellent		30	0,27	Satisfactory
6	0,66	Excellent		31	0,27	Satisfactory
7	0,51	Excellent		32	0,07	Poor
8	0,22	Satisfactory		33	0,15	
9	0,63	Excellent		34	0,42	Excellent
10	0,42	Excellent		35	0,67	Excellent
11	0,4	Excellent		36	-0,02	
12	0,54	Excellent		37	0,22	Satisfactory
13	0,76	Excellent		38	0,42	Excellent
14	0,5	Excellent		39	0,18	Poor
15	0,5	Excellent		40	0	Poor
16	0,25	Satisfactory		41	0,26	Satisfactory
17	0,39	Good		42	0	Poor
18	0,5	Excellent		43	-0,27	No Discrimination
19	0,51	Excellent		44	0,27	Satisfactory
20	0,1	Poor		45	-0,02	No Discrimination
21	0,62	Excellent		46	0,21	Satisfactory
22	0,27	Satisfactory		47	-0,02	No Discrimination
23	0,53	Excellent		48	0,23	Satisfactory
24	0,6	Excellent		49	0,23	Satisfactory
25	0,34	Good		50	0,15	Poor

Appendix 5 Index of Item Discrimination (SHS Y)

Item	ID Index	Status		Item	ID Index	Status
1	0,36	Good		26	-0,01	No Discrimination
2	0,38	Good		27	0,52	Excellent
3	0,34	Good		28	0,06	Poor
4	0,09	Poor		29	0,3	Good
5	0,49	Excellent		30	0,31	Good
6	0,56	Excellent		31	0,02	Poor
7	0,19	Poor		32	0,36	Good
8	0,16	Poor		33	0,02	Poor
9	0,51	Excellent		34	0,23	Satisfactory
10	0,56	Excellent		35	0,22	Satisfactory
11	0,53	Excellent		36	0,03	Poor
12	0,39	Good		37	0,44	Excellent
13	-0,12	No Discrimination		38	0,08	Poor
14	0,03	Poor		39	-0,2	No Discrimination
15	0,3	Good		40	0,65	Excellent
16	0,35	Good		41	0,01	Poor
17	0	Poor		42	0,21	Satisfactory
18	0,5	Excellent		43	0,42	Excellent
19	0,3	Good		44	0,24	Satisfactory
20	0,47	Excellent		45	0	Poor
21	0,18	Poor		46	0,05	Poor
22	0,51	Excellent		47	-0,33	No Discrimination
23	0,33	Good		48	0,39	Good
24	0,36	Good		49	0	Poor
25	0,46	Excellent		50	0,02	Poor

Appendix 6 Index of Item Discrimination (SHS Z)

Item	ID Index	Status		Item	ID Index	Status
1	0,26	Satisfactory		19	0,43	Excellent
2	0,43	Excellent		20	0,22	Satisfactory
3	0,21	Satisfactory		21	0,1	Poor
4	0,33	Good		22	0,46	Excellent
5	0,2	Satisfactory		23	0,17	Poor
6	0,5	Excellent		24	0,08	Poor
7	0	Poor		25	0,43	Excellent
8	0,54	Excellent		26	0,33	Good
9	0,41	Excellent		27	-0,07	No Discrimination
10	0,42	Excellent		28	0,16	Poor
11	0,03	Poor		29	0,09	Poor
12	0,45	Excellent		30	0,38	Good
13	0,16	Poor		31	0,18	Poor
14	0,1	Poor		32	0,34	Good
15	0,2	Satisfactory		33	0,25	Satisfactory
16	-0,35	No Discrimination		34	0,12	Poor
17	0,49	Excellent		35	0,18	Poor
18	0,32	Good				

Appendix 7 Result of Distractor Efficiency (SHS X)

Item	Group	Key	Choices					Item	Group	Key	Choices				
			A	B	C	D	E				A	B	C	D	E
1	HA	A	11	–	–	–	–	8	HA	E	–	–	–	10	1
	LA		9	–	2	1	–		LA		2	1	4	4	–
	Answer		–	discard	revise	revise	discard		Answer		revise	revise	accept	–	Revise
2	HA	B	–	11	–	–	–	9	HA	A	11	–	–	–	–
	LA		2	4	4	1	–		LA		4	–	5	1	1
	Answer		revise	–	accept	revise	discard		Answer		–	discard	accept	revise	Revise
3	HA	C	–	–	11	–	–	10	HA	B	–	8	–	3	–
	LA		2	–	3	–	6		LA		–	3	8	–	–
	Answer		revise	discard	–	discard	accept		Answer		discard	–	accept	accept	discard
4	HA	D	–	–	–	11	–	11	HA	D	–	–	–	11	–
	LA		–	2	–	6	3		LA		3	–	–	5	3
	Answer		discard	revise	discard	–	accept		Answer		accept	discard	discard	–	Accept
5	HA	E	–	–	–	–	11	12	HA	E	–	–	–	–	10
	LA		2	–	4	2	3		LA		3		2	1	5
	Answer		revise	discard	accept	accept	–		Answer		accept	discard	revise	revise	–
6	HA	C	–	–	11	–	–	13	HA	A	9	–	–	–	2
	LA		5	–	3	2	1		LA		1	3	3	–	4
	Answer		accept	discard	–	revise	revise		Answer		–	accept	accept	discard	Accept
7	HA	D	–	–	–	11	–	14	HA	B	1	10	–	–	–
	LA		2	3	1	5	–		LA		2	6	1	–	2
	Answer		revise	accept	revise	–	discard		Answer		accept	–	revise	discard	Revise

Item	Group	Key	Choices					Item	Group	Key	Choices				
			A	B	C	D	E				A	B	C	D	E
15	HA	C	1	–	10	–	–	22	HA	D	–	–	–	4	7
	LA		1	3	6	–	1		LA		1	–	–	1	9
	Answer		revise	accept	–	discard	revise		Answer		revise	discard	discard	–	Accept
16	HA	D		–	–	11	–	23	HA	E	–	–	1	1	9
	LA		1	–	–	10	–		LA		4	2	1	1	3
	Answer		revise	discard	discard	–	discard		Answer		accept	revise	revise	revise	–
17	HA	E	–	–	–	–	11	24	HA	E	2	–	–	–	9
	LA		2	–	1	–	8		LA		2	3	4	–	2
	Answer		revise	discard	revise	discard	–		Answer		accept	accept	accept	discard	–
18	HA	C	–	–	10	1	–	25	HA	D	–	–	–	10	1
	LA		4	1	4	2	–		LA		3	–	–	8	–
	Answer		accept	revise	–	accept	discard		Answer		accept	discard	discard	–	Revise
19	HA	A	9	–	–	1	1	26	HA	C	1	–	9	1	–
	LA		5	–	3	1	2		LA		2	2	4	2	1
	Answer		–	discard	accept	revise	accept		Answer		accept	revise	–	accept	Revise
20	HA	B	3	8	–	–	–	27	HA	B	1	7	3	–	–
	LA		2	6	–	–	3		LA		3	2	1	4	1
	Answer		accept	–	discard	discard	accept		Answer		accept	–	accept	accept	Revise
21	HA	C	–	1	10	–	–	28	HA	A	11	–	–	–	–
	LA		3	1	4	3	–		LA		2	2	4	2	1
	Answer		accept	revise	–	accept	discard		Answer		–	revise	accept	revise	Revise

Item	Group	Key	Choices					Item	Group	Key	Choices				
			A	B	C	D	E				A	B	C	D	E
43	HA	B	–	11	–	–	–	47	HA	B	–	11	–	–	–
	LA		1	9	1	–	–		LA		–	10	–	–	1
	Answer		revise	–	revise	discard	discard		Answer		discard	–	discard	discard	Revise
44	HA	E	–	–	–	1	10	48	HA	C	–	–	11	–	–
	LA		1	5	–	–	5		LA		2	–	6	2	1
	Answer		revise	accept	discard	revise	–		Answer		revise	discard	–	revise	revise
45	HA	D	1	–	–	10	–	49	HA	D	–	3	–	8	–
	LA		–	1	–	7	3		LA		3	3	2	1	2
	Answer		revise	revise	discard	–	accept		Answer		accept	accept	revise	–	revise
46	HA	A	8	1	1	1	–	50	HA	E	–	–	–	–	11
	LA		6	2	–	3	–		LA		–	–	–	2	9
	Answer		–	accept	revise	accept	discard		Answer		discard	discard	discard	revise	–

Appendix 8 Result of Distractor Efficiency (SHS Y)

Item	Group	Key	Choices					Item	Group	Key	Choices				
			A	B	C	D	E				A	B	C	D	E
1	HA	B	–	12	–	–	–	8	HA	C	–	–	12	–	–
	LA		4	8	–	–	–		LA		1	–	11	–	–
	Answer		accept	–	discard	discard	discard		Answer		revise	discard	–	discard	Discard
2	HA	E	1	–	–	–	11	9	HA	A	10	–	1	1	–
	LA		–	3	3	–	6		LA		5	1	3	2	1
	Answer		revise	Accept	accept	discard	–		Answer		–	revise	accept	accept	Revise
3	HA	C	6	3	3	–	–	10	HA	B	–	11	–	–	1
	LA		2	4	2	1	3		LA		–	7	1	2	2
	Answer		accept	Accept	–	revise	accept		Answer		discard	–	revise	revise	Accept
4	HA	C	4	1	5	2	–	11	HA	A	11	1	–	–	–
	LA		3	1	–	3	–		LA		8	1	3	–	–
	Answer		accept	Accept	–	accept	discard		Answer		–	accept	accept	discard	Discard
5	HA	A	11	–	1	–	–	12	HA	B	–	12	–	–	–
	LA		2	1	3	1	4		LA		1	11	–	–	–
	Answer		–	Revise	accept	revise	accept		Answer		revise	–	discard	discard	Discard
6	HA	A	11	1	–	–	–	13	HA	A	1	–	11	–	–
	LA		6	3	2	–	1		LA		1	1	9	–	1
	Answer		–	Accept	revise	discard	revise		Answer		–	revise	accept	discard	Revise
7	HA	B	–	12	–	–	–	14	HA	A	10	1	1	–	–
	LA		2	10	–	–	–		LA		11	–	–	1	–
	Answer		revise	–	discard	discard	discard		Answer			revise	revise	revise	Discard

Item	Group	Key	Choices					Item	Group	Key	Choices				
			A	B	C	D	E				A	B	C	D	E
15	HA	B	–	12	–	–	–	22	HA	A	4	6	1	–	1
	LA		–	11	–	–	1		LA		1	9	1	–	1
	Answer		discard	–	discard	discard	revise		Answer		–	accept	revise	discard	Revise
16	HA	A	12	–	–	–	–	23	HA	A	9	3	–	–	–
	LA		10	–	–	2	–		LA		4	2	3	–	3
	Answer			Discard	discard	revise	discard		Answer		–	accept	accept	discard	Accept
17	HA	A	–	12	–	–	–	24	HA	B	2	4	2	3	1
	LA		–	8	2	1	1		LA		1	1	6	4	–
	Answer		–	Accept	revise	revise	revise		Answer		accept	–	accept	accept	Revise
18	HA	C	–	–	12	–	–	25	HA	C	5	–	6	1	–
	LA		–	2	8	1	1		LA		4	1	2	–	5
	Answer		discard	Accept	–	revise	revise		Answer		accept	revise	–	revise	Accept
19	HA	D	–	–	–	12	–	26	HA	C	1	–	8	2	1
	LA		1	2	1	8	–		LA		4	4	1	3	–
	Answer		revise	Accept	revise	–	discard		Answer		accept	accept	–	accept	Revise
20	HA	A	12	–	–	–	–	27	HA	C	1	3	4	2	2
	LA		8	1	1	–	2		LA		1	1	2	1	7
	Answer		–	Revise	revise	discard	accept		Answer		revise	accept	–	accept	accept
21	HA	B	–	11	–	1	–	28	HA	E	3	1	–	1	7
	LA		1	7	–	–	4		LA		–	3	–	3	6
	Answer		revise	–	discard	revise	accept		Answer		accept	accept	discard	accept	–

Item	Group	Key	Choices					Item	Group	Key	Choices				
			A	B	C	D	E				A	B	C	D	E
29	HA	C	3	–	8	1	–	36	HA	C	–	1	8	2	1
	LA		3	1	2	–	6		LA		1	1	4	–	6
	Answer		accept	revise	–	revise	accept		Answer		revise	accept	–	revise	accept
30	HA	A	8	1	1	2	–	37	HA	B	1	9	1	1	–
	LA		4	2	3	–	3		LA		4	2	5	–	1
	Answer		–	accept	accept	revise	accept		Answer		accept	–	accept	revise	revise
31	HA	C	–	2	9	–	1	38	HA	C	3	1	7	–	1
	LA		1	8	2	–	1		LA		3	–	3	1	5
	Answer		revise	accept	–	discard	revise		Answer		accept	revise	–	revise	accept
32	HA	E	1	1	1	5	4	39	HA	C	1	1	10	–	–
	LA		2	1	1	–	8		LA		2	1	2	1	6
	Answer		accept	accept	revise	accept	–		Answer		accept	accept	–	revise	accept
33	HA	C	–	2	8	–	2	40	HA	C	3	–	5	3	1
	LA		–	2	1	–	9		LA		1	–	9	2	–
	Answer		discard	accept	–	discard	accept		Answer		accept	discard	–	accept	revise
34	HA	B	1	12	–	–	–	41	HA	C	–	–	9	3	–
	LA		–	3	3	6	–		LA		1	2	9	–	–
	Answer		revise	–	accept	accept	discard		Answer		revise	accept	–	accept	discard
35	HA	B	–	7	–	5	–	42	HA	C	–	9	1	–	1
	LA		6	2	–	1	3		LA		5	5	2	–	–
	Answer		accept	–	discard	accept	accept		Answer		accept	accept	–	discard	revise

Item	Group	Key	Choices					Item	Group	Key	Choices				
			A	B	C	D	E				A	B	C	D	E
43	HA	B	1	9	1	–	1	47	HA	D	–	1	2	8	1
	LA		–	7	2	–	3		LA		1	–	4	7	–
	Answer		revise	–	accept	discard	accept		Answer		revise	revise	accept	–	revise
44	HA	A	1	4	2	2	3	48	HA	C	3	–	7	1	1
	LA		1	2	3	5	–		LA		–	–	9	3	–
	Answer		–	accept	accept	accept	accept		Answer		accept	discard	–	accept	revise
45	HA	B	3	4	4	1	–	49	HA	B	1	10	–	–	1
	LA		1	10	1	–	–		LA		1	8	–	2	1
	Answer		Accept		accept	revise	discard		Answer		revise	–	discard	revise	revise
46	HA	A	1	2	4	4	1	50	HA	B	5	5	–	2	–
	LA		4	2	3	2	1		LA		3	7	1	1	–
	Answer		–	accept	accept	accept	revise		Answer		accept	–	revise	accept	discard

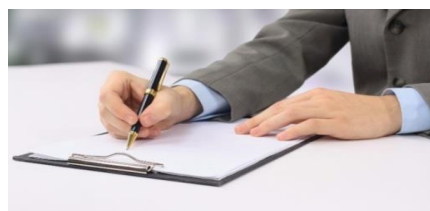
Appendix 9 The Test Papers of Achievement Tests

PENILAIAN AKHIR SEMESTER GASAL TAHUN PELAJARAN 2018/2019 SMA N 1 PEMALANG

Mapel : Bahasa dan Sastra Inggris (minat)
Kelas/ Program : X / Semua Program
Hari, Tanggal :
Waktu : 90 menit

1. People want to stay overnight. Where we can get a reservation form?

A. hotel
B. zoo
C. school
D. bank
E. soccer field



2. Every form need ... to make easier to be found by officer.

A. confirm
B. number of file
C. big file
D. pen pall
E. amount of number



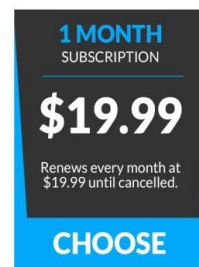
3. A form that you use to reserve goods from a company or shop, that has spaces where you write your name, address etc

A. saving form
B. deposit form
C. order form
D. medical form
E. registration form



4. Where did special subscription offer we can get?

A. hospital
B. office
C. school
D. shop
E. bank



5. A form to write many things which are bought for company needs called....

A. order form
B. medical form

- C. deposit slip
- D. reservation form
- E. purchase form



This text is for questions 6 to 8.

Medical forms are used to keep 6)_____ information about a patient that is 7)_____ of a hospital or a doctor. They also contain a 8)_____ of patient's medical history and care.

- 6. A. Documentation
- B. Injection
- C. Medical
- D. Medicine
- E. Prescription



- 7. A. Prescription
- B. Medical
- C. Documentation
- D. Under the care
- E. Injection

- 8. A. Medicine
- B. Medical
- C. Under the care
- D. Documentation
- E. Prescription

- 9. Reservation forms are important type of document which are used when a person wants to reserve his place or position at a place or an event. For example, a reservation for a plane seat,, a table in a restaurant, etc.

- A. Hotel room
- B. Guest
- C. Reception
- D. Flight attendant
- E. Road

- 10. Where we can find this form ?

- A. Hotel
- B. Expedition
- C. Government office
- D. Company
- E. Bank



11. Priabhista : You look unhealthy Boy.
 Nanda : Yes, I get a headache and stomachache.
 Priabhista : You should go to the doctor. Come on, I will accompany
 you
 Nanda : Okay

The Underlined sentence shows

- A. agreement
- B. disagreement
- C. necessity
- D. advice
- E. plan



12. Mr. Bowo : A thief broke into my house. He stole all of my money.
 Mr. Dodo : You..... your money at bank
 A. must have deposited.
 B. may deposited
 C. Will have deposited
 D. can deposited
 E. Should have deposited
13. Nabil : Had you made a reservation before ?
 Rijal : No, we hadn't reserved.
 Nabil : You a table. The restaurants are usually crowded at
 the weekend.
 A. should have reserved
 B. must have reserved
 C. must have been reserved
 D. Would have been reserved
 E. should have been reserved
14. Adriyan : Edy was hurt because he was electrocuted last night.
 Ammar : He shouldn't have touched an electrical appliance when
 he was wet
 From **the underlined word**, we know that Edy..... the electrical
 A. doesn't need to touch
 B. touched
 C. had better touch
 D. was required to touch
 E. didn't touch

15. Rosalinda : we help reduce global warming?
 Rosma : I think we can help reduce global warming through saving energy and recycling

A. what do
 B. why should
 C. How can
 D. when can
 E. Where should



16. Fani : Why do you look so sad?
 Sarah : Someone stole my money when I was going to school by train.
 Fani : You should have kept your money in your bag.

From the dialogue, we know that . . .

A. Sarah had saved her money
 B. Fani feels sorry to hear Aila's story
 C. Sarah and Fani go by the same train
 D. Sarah didn't keep her money in her bag
 E. Fani helps Sarah to look for her money



17. Anggraeni: Why do you look so sad?
 Ayesha : A got 53 for my English test.
 Anggraeni : . . .

(What is Anggraeni's suggestion)

A. You have prepared before
 B. You may prepare it
 C. You can study well if you like
 D. You have studied hard
 E. You should have studied hard



18. Apga : Farrel is late again.
 Rico : He is never on time.
 I think the teacher . . . him some advices.

A. Could have given
 B. May have given
 C. Should have given
 D. Would have given
 E. Might have given

19. The head of the village : The farmers didn't have a good harvest last month
 Agronomit : They should have planted the newly improved rice variety
 The underlined expression **means** that the farmers . . . the newly rice variety.

A. must plant
 B. planted

- C. can plant
- D. will plant
- E. have planted

20. Rossa : Are you going to visit Nabila ?
 Surya : Yes, Why ?
 Rossa : She likes apples very much.

What is the suitable response to say next ?

- A. You should go to the market
- B. You should buy her apples
- C. She is going to plant apples
- D. She will buy apples
- E. You should sell apples



21. Miss Nityasa will . . . the museum next Sunday.
- A. visited
 - B. visiting
 - C. visit
 - D. to visit
 - E. visits



22. Hans : Can I meet you at your office after lunch ?
 Hafid : Sure, I for you.

- A. wait
- B. waited
- C. would wait
- D. will wait
- E. will be waiting



23. Kristananta : What will you do tomorrow ?
 Yonathan : I to the beach.

- A. go
- B. went
- C. would go
- D. had gone
- E. will go



24. Jidan : Hey! Look at those dark clouds!
 Rifai : Wow! It is . . . rain soon.

- A. will
- B. Was
- C. coming
- D. the
- E. going to



25. Hidayah : your tasks by this week ?
 Angga : Yes. I will have done it.
 A. Will you do
 B. Shall you do
 C. Shall be doing
 D. will you have done
 E. Will you be doing

26. If you come to my home at 6 o'clock in the morning tomorrow, I
 a bath.

- A. will having
 B. will have
 C. will be having
 D. was having
 E. are having



27. I all day so I won't be able to see you.
 A. will working
 B. will be working
 C. will work
 D. will have to work
 E. will have worked



28. When we reach the next harbour, we halfway around the world.
 A. will have sailed
 B. will has sailed
 C. will be sailed
 D. will sail
 E. will sailing



29. Bellent : Karen, let's do homework together in your home.
 Bilbina : Sure, but you know that the weather doesn't look good.
 Ballent : Ok, I to your home, if it isn't rain.
 A. will go
 B. will went
 C. will have gone
 D. will be going
 E. will goes

30. Haikal : My father a new car next week.
 Firdaus : Well, that's great.
 A. is buy
 B. Will buy
 C. had bought



- D. bought
- E. Was buying

31. You may ride the motorcycle. You may drive the car .
You may ... ride the motorcycle ... drive the car.
- A. Neither - nor
 - B. too - enough
 - C. As - as
 - D. Both - and
 - E. Enough - too



32. Orini : Which one do you like, swimming or jogging ?
Intan : Neither.
It means that Intan likes
- A. Swimming not jogging
 - B. Both jogging and swimming
 - C. Jogging not swimming
 - D. Either jogging or swimming
 - E. Neither swimming nor jogging



33. No one had a clue what had actually happened **neither** the police the public.
- A. nor
 - B. also
 - C. addition
 - D. either
 - E. too
34. Hedi can speak English well. I can speak English well.
It means that
- A. Hedi and I not only speaks English well.
 - B. Either Hedi or I speak English well.
 - C. Hedi and I can't speak English well.
 - D. I can speak English well but not for Hedi.
 - E. Neither Hedi nor I speak English well.



35. My mum can ____ read ____ write. She is illiterate.
- A. either... or
 - B. both ... and
 - C. neither ... nor
 - D. not only ... but also
 - E. if ... or



36. ____Bruce ____ Rodney will help you with your celebration. They are both busy at the moment.
- A. either... or
 - B. not only ... but also

- C. both ... and
- D. neither ... nor
- E. if ... or

37. When I go to the restaurant, I eat ____ fish ____ roast chicken. These are my favorite meals.

- A. for ... and
- B. neither ... nor
- C. as ... as
- D. to - to
- E. either... or



38. Ujang : What did you do last night ?

Pedro : Last night, I listened to the music, to the radio.

- A. both ... and
- B. neither ... nor
- C. not only ... but also
- D. either... or
- E. as ... as



39. Father : You should learn to accept our weaknesses our strengths

Aceng : Well, Dad.

- A. rather ... than
- B. both ... and
- C. neither ... nor
- D. either... or
- E. not only ... but also

40. Putri : What do you want to drink, tea or coffee?

Hawa : I want to drink either tea or coffee. And you?

Putri : I want I want juice.

- A. neither
- B. both
- C. rather
- D. either
- E. not only

This text is for question 41 to 44.

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer, and businesswoman. She was born on April 17, 1974, in Essex, England. - She became famous in the 1990's with the pop group "The Spice Girls" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After the Spice Girls **split up**, she pursued a solo singing career, but also started her own fashion range called dVb Style. Since this initial foray into.

fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition, she had written two best-selling books: one her autobiography, and the 'other' a fashion guide.

41. What did Victoria do before being a solo singer?

- A. Joined the Spice Girls.
- B. Worked as fashion designer.
- C. Married to David Beckham
- D. Created fashion style.
- E. Wrote many books. .



42. We found in the text that....

- A. Victoria named her fragrance by dVb Style
- B. Beckham is Victoria's autobiography
- C. Beckham is Victoria's brand for her fragrance
- D. Posh Spice is the title of her new album
- E. Spice Girls is Victoria's label for her wardrobe

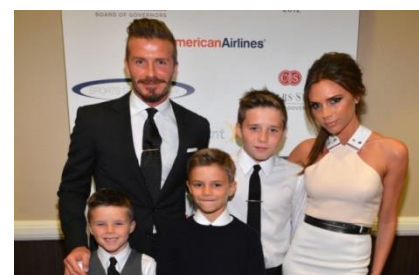
43. Based on the text, what do we know about Victoria?

- A. She is an ordinary woman.
- B. She is a multitasking woman.
- C. She designed the Spice Girls.
- D. She married to an ordinary person
- E. She arranged many songs for the Spice Girls.

44. "After the Spice Girls split up, . . .

The synonym of the underlined word is

- A. Coordinated
- B. Joined
- C. Combined
- D. Worked together
- E. separated



This text is for question 45 to 50.

Mohammad Hatta

Every year has its great men and women who are remembered for what they have for their country. One of Indonesia's great men is Dr. Mohammad Hatta. He was a Man with a deep love for this country and people.

Dr. Mohammad Hatta was born in Bukittinggi on August 12th, 1902. While still in junior high school in Bukittinggi, He became interested in politics and joined the League of Young Sumatrans.

He left Bukittinggi to study in Batavia. Then he went to the Netherlands. He studied economics and gained a doctorate degree there. During his stay there

he was active in the national movement. Because of his activities, He was arrested.

In 1923, Hatta returned to Indonesia. He joined a political organization called Pendidikan Nasional Indonesia. One of its goals was to develop political awareness among the Indonesian people. **His activities again led to his arrest.** The colonial government exiled him to Boven **Digul**, and later to Banda Naira. Shortly, before the Japanese invasion. He was brought back to Java.

When the Japanese surrendered in August 1945, Soekarno and Hatta proclaimed Indonesia's Independence. Hatta became the first vice-president of the Republic of Indonesia.

In 1956, Hatta resigned as vice president and devoted himself to writing. On March 14, 1981, Dr. Mohammad Hatta passed away in Jakarta.

Nowadays, he is no longer living among us. However, his spirit of loving the country and nation is one of the reasons why he is well remembered.

45. What made Mohamad Hatta **arrested** ?

- A. He was exiled to Boven Digul
- B. He studied in Netherlands
- C. He was vice-president
- D. He was active in the national movement
- E. He was born in Bukittinggi

46. What is **the main idea** of paragraph four?

- A. Moh. Hatta was exiled to Boven Digul
- B. The Japanese invasion
- C. A Man with a deep love for this country
- D. The nationalist movement
- E. The study in Netherlands

47. "He is no longer living among **us**." What does '**us**' refer to?

- A. Japanese people
- B. Indonesia people
- C. Digul people
- D. Netherlands people
- E. Batavia people

48. Dr. Moh. Hatta **passed away** in 1981. What is the synonym of passed away?

- A. Lived again
- B. Kept the position
- C. Died
- D. Brought back
- E. Joined in

49. Which statement is **not true** based on the text?

- A. Moh. Hatta gained his doctorate in Netherlands



- B. Moh. Hatta was arrested by colonial government only once
 - C. Moh. Hatta became the first vice president in Indonesia
 - D. Japanese brought Moh. Hatta back to Java
 - E. He was founding father of Indonesia
50. Why Indonesian people always remember Mr. Moh. Hatta?
- A. Because he is very smart.
 - B. Because Indonesia needs his struggle.
 - C. Because there are rarely any people like him.
 - D. Because he is a strong man.
 - E. Because his spirit loves his nation

Have a great time doing test





PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2
PEMALANG

Jl. Jend. Sudirman No. 14 Taman – Pernalang Telp. 0284 – 321452 Fax. 0284-321923
Website : www.sman2pml.sch.id email: info@sman2permalang.sch.id

NASKAH SOAL
PENILAIAN AKHIR SEMESTER (PAS) I
TAHUN PELAJARAN 2018/2019

Mata Pelajaran : Bahasa dan Sastra Inggris
Kelas : X IPS 1 - 3
Hari, Tanggal : Selasa, 4 Desember 2018
Waktu : Pukul 11.30 – 13.00 WIB

I. Petunjuk

1. Isikan identitas anda ke dalam Lembar Jawaban.
2. Tersedia waktu 90 menit untuk mengerjakan paket tes tersebut.
3. Periksa dan bacalah soal-soal sebelum anda menjawabnya.
4. Laporkan kepada pengawas ujian apabila terdapat lembar soal yang kurang jelas, rusak atau tidak lengkap.
5. Periksalah pekerjaan anda sebelum diserahkan kepada pengawas ujian.

II. Berilah tanda silang pada huruf a, b, c, d atau e pada lembar jawab yang dianggap benar!

Read the text carefully and answer the questions based on it!

This text is for number 1-5

STUDENT INFORMATION	
Name _____	Date of Birth _____ Sex _____
Current School Address _____	Home # _____
Parent/ Guardian Name _____	Contact # _____
E-mail _____	Can't find your #? <input type="checkbox"/> Yes <input type="checkbox"/> No
Parent/ Guardian Name _____	Contact # _____
E-mail _____	Can't find your #? <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Can your child have neither teachers' calls nor dispatches? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What would you like to know about your child?</p>	
<p>When is the primary day your child will go to school? Please bring him or her to school and meet teachers.</p>	
<p>EMERGENCY CONTACT INFORMATION</p>	
Name _____	Contact # _____
<p>Relationship to Child _____</p>	

1. What kind of form is it?
- a. Registration form
 - ~~b. Student information form~~
 - c. Application form
 - d. Membership form
 - e. Resign form
2. What shouldn't applicant fill in the form?
- a. Name
 - b. Student's guardian
 - c. Student's parents
 - d. Address
 - ~~e. Student's social media account~~

3. "I am looking forward to getting..." What is the underlined word mean?
 a. Expecting d. Declaring
 b. Exclaiming e. Stating
 c. Seeing
4. Should children give their phone number in the form?
 a. Yes, they are d. No, they shouldn't
 b. Yes, they do e. No, they mustn't
 c. Yes, they should
5. What thing concerned related to the children's health written in the form?
 a. Allergies d. rubella
 b. Cold e. flu
 c. Measles

Complete the sentences with the future form and verbs provided!

I(read) (6) my favorite novel tomorrow. It is a novel by Agatha Christie. I (be, spend)....
 (7) my time there for 2 hours. So, I (have, finish) (8) it for twice. I always (become)
 (9) a big fan of Agatha Christie. This year (be, become) (10) my fifth year to be the
 active reader.

- | | | |
|----------------------|-----------------------|-----------------------|
| 6. a. will read | c. will have read | e. would be reading |
| b. will be reading | d. would read | |
| 7. a. will spend | c. will have spent | e. would be spending |
| b. will be spending | d. would spend | |
| 8. a. will finish | c. will have finished | e. would be finishing |
| b. will be finishing | d. would finish | |
| 9. a. will become | c. will have become | e. would be becoming |
| b. will be becoming | d. would become | |
| 10. a. will become | c. will have become | e. would be becoming |
| b. will be becoming | d. would become | |

Complete the sentences with the obligation form and verbs provided!

As a student, you (manage) (11) your time since you (be, prepare) ... (12) your future started
 from now. You (not have, waste) (13) your time on Friday night to just hang out with no
 purpose with your friends. You (have) (14) future-oriented mind. Don't let your laziness to
 conquer you. You (be, stand) ... (15) for yourself.

- | | | |
|-------------------------|--------------------------|------------------------|
| 11. a. should manage | c. should have managed | e. could have managed |
| b. should be managing | d. could manage | |
| 12. a. should prepare | c. should have prepared | e. could have prepared |
| b. should be preparing | d. could prepare | |
| 13. a. shouldn't waste | c. shouldn't have wasted | e. could have wasted |
| b. shouldn't be wasting | d. couldn't waste | |
| 14. a. should have | c. should have had | e. could have had |
| b. should be | d. could have | |
| 15. a. should stand | c. should have stood | e. could have stood |
| b. should be standing | d. could stand | |

Complete the sentences with the parallel structure and verbs provided!

I have a friend, named Prabu Parikesit. He is (16) clever but also kind. He ... (17) like helping or accompanying his friends to solve their problems. (18) his friend nor his teachers hate him. ... (19) his parents and his teachers really appreciate what he does for others. He ... (20) loves studying but also playing music.

- | | | |
|-----------------|------------|--------|
| 16. a. not only | c. neither | e. and |
| b. either | d. both | |
| 17. a. not only | c. neither | e. and |
| b. either | d. both | |
| 18. a. not only | c. neither | e. and |
| b. either | d. both | |
| 19. a. not only | c. neither | e. and |
| b. either | d. both | |
| 20. a. not only | c. neither | e. and |
| b. either | d. both | |

Complete the sentences with the verbs provided (Simple Past Tense) !

Lionel Andres Messi (be born)..... (21) on 24 June 1987 in south of Rosario, in the province of Santa Fe, Argentina. From a very early age, he (have) (22) a passion for the ball.

As a child, when he was about 8, he (have)..... (23) to undergo special treatment in order to have a normal rate of growth. Every night he (sit) (24) on his bed and had injections in his legs. The problem (be).....(25) that the treatment was very expensive and his family couldn't afford it. His parents (try) (26) everything. In the end, it seemed like the solution (be) (27) in Spain, in Lerida, where some of his relatives (live)(28). His Dad was offered a job and, at the same time, it (be).... (29) his chance to go for a trial with Barça. Luckily, the trials (go) (30) well and he (join) (31) FC Barcelona. Barcelona (sign) (32) him after watching him play, offering to pay for the medical bills if he (move) (33) to Spain.

His family moved to Europe and he (start) (34) in the club's youth teams. Messi (make) (35) his official debut for the first team against Espanyol on 16 October 2004 when he (be) (36). Since then he has won many team and individual awards. In 2009 and 2010 he (win)(37) the Ballon d'Or. He (be) (38) an awesome kid when he (be) ... (39) child. His childhood (pay) (40) alot for his future.

- | | | |
|-------------------|------------------|------------------|
| 21. a. is born | c. were born | e. has been born |
| b. was born | d. had been born | |
| 22. a. had | c. has had | e. have |
| b. has | d. had had | |
| 23. a. had | c. has had | e. have |
| b. has | d. had had | |
| 24. a. sits | c. was sitting | e. had sat |
| b. sat | d. has sat | |
| 25. a. is | c. was | e. has been |
| b. are | d. had been | |
| 26. a. was trying | c. tried | e. had tried |
| b. tries | d. have tried | |
| 27. a. is | c. was | e. has been |
| b. are | d. had been | |

- | | | |
|------------------------------|-------------------------------|----------------|
| 28. a. lives
b. live | c. had lived
d. was living | e. lived |
| 29. a. is
b. are | c. was
d. had been | e. has been |
| 30. a. went
b. go | c. goes
d. had gone | e. has gone |
| 31. a. join
b. has joined | c. joined
d. had joined | e. joins |
| 32. a. sign
b. has signed | c. signs
d. had signed | e. signed |
| 33. a. move
b. moves | c. moved
d. had moved | e. has moved |
| 34. a. start
b. started | c. starts
d. has started | e. had started |
| 35. a. make
b. made | c. has made
d. had made | e. makes |
| 36. a. is
b. are | c. was
d. had been | e. has been |
| 37. a. win
b. won | c. has won
d. had won | e. wins |
| 38. a. is
b. are | c. was
d. had been | e. has been |
| 39. a. is
b. are | c. was
d. had been | e. has been |
| 40. a. pay
b. pays | c. paid
d. has paid | e. had paid |

Read the text carefully and answer the questions based on it!
This text is for number 41-45

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and businesswoman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girls" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girls split up, she pursued a solo singing career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books : one her autobiography and the other, a fashion guide.

41. What did Victoria do before being a solo singer?
- | | |
|-------------------------------|--------------------------|
| a. Dated to David Beckham | d. Created fashion style |
| b. Worked as fashion designer | e. Wrote many books |
| c. Joined the Spice Girls | |
42. We found in the text that
- | |
|--|
| a. Victoria named her fragrance by dVb style |
| b. Beckham is Victoria's autobiography |

- c. Intimately Beckham is Victoria's brand for her fragrance
 - d. Posh Spice is the title of her new album
 - e. Spice Girls is Victoria's label for her wardrobe
43. Based on the text, what do we know about Victoria?
- a. She is an ordinary woman
 - b. She is a multi-talented woman
 - c. She designed The Spice Girls
 - d. She married to an ordinary person
 - e. She arranged many songs for the spice girls
44. 'After The Spice Girls split up'. The synonym of the underlined word is
- a. separated
 - b. Joined
 - c. Combined
 - d. Worked together
 - e. Coordinated
45. "Intimately Beckham" is the title of her
- a. Autobiography
 - b. Sunglasses and fragrance
 - c. Fashion guide
 - d. Books
 - e. Songwriter

Read the text carefully and answer the questions based on it!
This text is for number 46-50

Mohammad Hatta

Every year has its great men and women who are remembered for what they have done for their country. One of Indonesia's great men is Dr. Mohammad Hatta. He was a man with a deep love for his country and people.

Dr. Mohammad Hatta was born in Bukittinggi on August 12th, 1902. While still in junior high school in Bukittinggi, he became interested in politics and joined the League of Young Sumatrans.

He left Bukittinggi to study in Batavia. Then he went to the Netherlands. He studied economics and gained a doctorate degree there. During his stay there he was active in the national Movement. Because of his activities, he was arrested.

In 1923 Hatta returned to Indonesia. He joined a political organization called "Pendidikan Nasional Indonesia". One of its goals was to develop political awareness among the Indonesian people. His activities again led to his arrest. The colonial government exiled him to Boven Digul, and later to Banda Naira. Shortly before the Japanese invasion. He was brought back to Java.

When the Japanese surrendered in August 1945, Soekarno and Hatta proclaimed Indonesia's Independence. Hatta became the first vice-president of the Republic of Indonesia. In 1956 Hatta resigned as vice-president and devoted himself to writing. On March 14, 1981, Dr. Mohammad Hatta passed away in Jakarta.

Nowadays, he is no longer living among us. However, his spirit of loving the country and nation is one of the reasons why he is well remembered.

46. In 1956 Hatta resigned as vice-president....
 The synonym of the underlined is ...
- a. Surrendered
 - b. Maintained
 - c. Kept in position
 - d. Became
 - e. Brought
47. What made Moh. Hatta arrested?
- a. Because he was exiled to Boven Digul
 - b. Because he studied in Netherlands
 - c. Because he was vice-president
 - d. Because he was active in the national movement
 - e. Because he was born in Bukittinggi

15
19
9

48. What is the main idea of paragraph four?
a. The Japanese invasion
b. Moh Hatta was exiled to Boven Digul
c. Moh. Hatta activities in political organization
d. The nationalist movement
e. The study in Netherlands
49. 'He is no longer living among us'
What does 'us' refer to?
a. Sumatra people
b. Indonesia people
c. Digul people
d. Netherlands people
e. Batavia people
50. 'Dr. Moh. Hatta passed away in 1981.'
What is the synonym of passed away?
a. Lived again
b. Died
c. Kept the position
d. Brought back
e. Joined in

3 3 3 0
11

---GOOD LUCK---



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 3
PEMALANG**

Jalan Mochtar Nomor 2 Pemalang Kode Pos 52312 Telepon 0284-321218
Surat Elektronik : sman3_pemalang@yahoo.co.id

**PENILAIAN AKHIR SEMESTER GASAL
TAHUN PELAJARAN 2018/2019**

Mata Pelajaran : Bahasa dan Sastra Inggris
Kelas/Program Studi : X / IPS
Hari, tanggal :
Dimulai pukul :
Diakhiri pukul :

I. PETUNJUK KHUSUS

Pilih satu jawaban yang benar dengan memberi arsiran pada A, B, C, D, atau E di Lembar Jawab Komputer yang tersedia

This text is for questions 1 to 4

Withdrawal Slip

Date : October 20, 2018
Signature : *Aphroditta Aisha*

The OK Bank
Amesville, Ohio 3456

Account Number : 331-23456-21
Name : Aphroditta Aisha

Amount : \$120.000

Approved by : Jimmy Lee

1. What institution issued this form ?

A. A bank

B. A company

C. Aphroditta Aisha

D. Jimmy Lee

E. A school

2. Way should Aphroditta fill out this form ?

A. To open a bank account

B. To get some money for free

C. To withdraw her money

- D. To apply as a bank officer
E. To register as a bank officer
3. How much money does the teller give to Aphroditta?
A. Fifty dollars
B. Twelve dollars
C. One hundred dollars
D. One hundred and twenty dollars
E. Twelve hundred thousand dollars
4. Who is Jimmy Lee ?
A. The receptionist
B. The customer
C. The cash owner
D. The teller
E. The bank owner

This text is for questions 5 to 8

Booking Form	
Name	: Neora Islamy
Email	: neora@yess.com
Room type	: double deluxe room
Number of guests	: 4
Arrival date & time	: 10/14/2018 at 08.30 A.M
	Month/day/year hour minute
Departure time	: 10/17/2018
Free pickup ?	: <input checked="" type="checkbox"/> Yes, please! Pick me up on arrival
	: <input type="checkbox"/> No, thanks. I'll make my own way there
Flight Number	: JF 2920

5. Where can you find this kind of form ?
A. At the hospital
B. At the restaurant
C. At the airport
D. At the railway station
E. At the hotel
6. From the text, we know that the room is for ?
A. One person
B. Two persons

- C. Three persons
D. Four persons
E. Five persons
7. We can conclude that Mr. Neora ...
A. Wants the hotel to pick him and his family up at the airport
B. Wants the hotel prepare two single deluxe rooms for his family
C. Books the hotel room for a conference

D. Will arrive at hotel on October 17
E. Will go to the hotel on his own
8. Mr. Neora and his family will leave the hotel on ...
A. October 13
B. October 14
C. October 15
D. October 16
E. October 17
9. Bejo : You should book the ticket in advance by phone, so that you don't have to
 queue up for it tomorrow
Sri : That's a good idea.
- What does Bejo suggest Sri?
A. To queue in advance
B. To call the man about the ticket
C. To book the ticket by phone first
D. To buy the ticket as soon as possible
E. To stand in the queue early in the morning
10. Siti : You should be wearing your hat. We will have a flag ceremony
Juki : I forgot. Oh no, I will be punished to stand in front of the teachers.
- What happens to Juki ?
A. He can't participate in the flag ceremony
B. He doesn't bring his hat
C. He is punished by his teacher
D. He reminds Siti about the hat
E. He forgot that today will be a flag ceremony

This incomplete dialogue is for numbers 11 to 13

Joko : Hey, Rudi. Are you free on Saturday ?

Rudi : Yes. Why?

Joko : You 11) the concert near my house.

Rudi : That's a good idea. Is the ticket expensive?

Joko : No, it is not. But you should 12) ... it as soon as possible. There will be many spectators.

Rudi : I'll buy it later. Well, are you ready for the test tomorrow?

Joko : Actually I 13)..... for the test, but I have to finish this assignment first.

Rudi : Me, too. I still have homework.

- | | |
|-----------------|------------------------|
| 11. A. Watch | D. Should be watching |
| B. Should watch | E. Should have watched |
| C. Watches | |

- | | |
|----------------|------------------|
| 12. A. Reserve | D. Be reserving |
| B. Reserved | E. Have reserved |
| C. Reserving | |

- | | |
|-----------------|-----------------------|
| 13. A. Study | D. Should be studying |
| B. Studies | E. Should be studied |
| C. Should study | |

14. Sari : You speak to your mother informally. It is not a good habit

Tejo : But she is okay.

Sari :

What is the most appropriate response to say next?

- A. You shouldn't never speak to your mother like this
- B. You should never speak to your mother like this
- C. You should be speaking to your mother like this
- D. You should not have spoken to your mother like this
- E. You should have spoken to your mother like this

15. You are student. You right now. Why are you watching a game ?

- | | |
|-----------------------|------------------------|
| A. Study | D. Should have been |
| B. Should study | studying |
| C. Should be studying | E. Should have studied |

16. You your teacher the report yesterday when he asked for it. Now, he is angry at you.

- | | |
|----------------|----------------------|
| A. Gave | D. Should have given |
| B. Should give | E. Should be giving |
| C. Have given | |

This incomplete text is for numbers 17 to 19

We 17) have a study group tonight. Jackson 18) us tonight. He is not feeling well. Hopefully, he will have recovered by Thursday night. Other teams 19) their essays by the end of this week. I'm afraid our team cannot do that. When I see Jacson tomorrow, I will ask him about the essay.

17. A. will
B. is going to
C. are going to

- D. will be
E. will have

18. A. joins
B. doesn't join
C. will join

- D. will not join
E. will not be joining

19. A. write
B. will write
C. will be writing

- D. will have written
E. will have been writing

20. Sony : What will you be doing at ten o'clock tomorrow?

Surya :

What is the most appropriate response to reply next ?

A. I will watch television

D. I watch television

B. I'm going to watch television

E. I will be watching television

C. I will have watched television

21. Mr.Hans : Will you the car tonight, or can I borrow it?

Mr. Bob : No. I will be staying at home tonight.

A. Use

- B. Uses
C. Be using
D. Have used
E. Have been using
22.you will confess to the theft, ...I will contact the police.
A. Both – and
B. Neither – nor
C. Not only – but also
D. Either – or
E. Only - and
23. Both Mr. Jones and Mr. Smith are invited to dinner.
This sentence means that
A. Only Mr. Jones and Mr Smith are invited
B. Neither Mr. Jones nor Mr. Smith is invited
C. Either Mr. Jones or Mr. Smith is invited
D. Mr. Jones and Mr. Smith are invited
E. Both of them are not invited
24. Eric : Either you will stay here, or I will not help you anymore
Yolanda : All right. I'll stay here.
From the dialogue we learn that.....
A. Eric will stay
B. Eric will not stay
C. Yolanda will not stay
D. Eric will help Yolanda
E. Eric will not help Yolanda
25. The test was very easy. The test was quite short.
Combine these sentences with correlative conjunctions!
A. The test was either very easy or quite short
B. Either test was very easy or quite short
C. The test was neither very easy nor quite short
D. The test was both very easy and quite short
E. Not only the test was very easy but also quite short
26. The early men, as we know, were hunters. They had to kill or be killed for there were savage animals all around them.
From the sentence we know that
A . Either hunters killed anymals, or they were killed by animals
B. Hunters killed not only men but also animals

- C. Both men and animals killed hunters
- D. Both men and hunters killed animals
- E. Neither men or animals were killed

27. You may have chocolate ice creama caramel sundae for dessert as a reward.

Which correlative conjunction best completes the sentence?

- | | |
|-----------------------|---------------|
| A. Not only, but also | D. Either, or |
| B. Neither, nor | E. So, as |
| C. Both, and | |

This incomplete text is for numbers 28 to 30

Basuki Abdullah was an Indonesian painter. He was born on January 25, 1915 in Surakarta, Central Java. Painting had always been part of his childhood. His father was a painter, too. Basuki 28)..... art for two years at the Academia Voor Beeldende Kunsten in the Netherland. He 29) to many countries mostly Europe after his graduation. Between 1962 – 1976 , he lived in Thailand. There he become a painter for the royal family. When he returned to Indonesia, he participated in numerous solo and group exhibition. His work is characterized as realism. He 30)..... as one of the Indonesian finest masters.

- | | |
|--------------------|-----------------|
| 28. A. Study | D. Was studying |
| B. studies | E. had studied |
| C. studied | |
| 29. A. Travelled | D. got |
| B. went | E. attended |
| C. visited | |
| 30. A. considers | |
| B. considered | |
| C. is considered | |
| D. was considering | |
| E. had considered | |

This text is for questions 24 to 28

Clara Barton was born on December 25, 1821 in Massachusetts. When she was 11 years old, her brother, David, fell off a roof. Clara stayed home from school for two years to care for him and discovered that she enjoyed nursing.

The civil war started in 1861. At that time, there were no trained nurses in America. Clara took food and medicine to wounded soldiers. Clara was called “the Angel of the Battlefield”. She took care of soldiers who were injured or ill. She burned her hand and had frostbitten fingers. Twice her clothing was struck by bullets. When President Lincoln heard about her hard work, he gave her a medal.

Later, Clara took a trip to Europe. Then she learned about the Geneva Convention, a treaty that made it so that hospitals flying a Red Cross flag could not be fired upon. Red Cross workers would help any soldier. It didn’t matter which side he was on.

Clara believed in the Geneva Convention and wanted the United States to sign it. Clara worked so hard in the battlefields that she became ill and almost went blind.

Clara wanted to bring the Red Cross to America. But Americans didn’t think that they needed it. People said there would never be another war. Clara responded that the group could help with any kind of disaster.

Clara started the American Red Cross in 1881. Just a month after she established the group, terrible fires broke out. They left more than 5,000 people homeless. The American Red Cross handed out food and supplies. News of the group’s good work spread fast. Just six months later, the U.S. President signed the Geneva Convention.

Clara led the American Red Cross for 22 years. On April 12, 1912, she died in her home the cause of death was tuberculosis. Today the American Red Cross still helps those in need.

31. What made Clara enjoy nursing?
- A. She participated in nursing
 - B. She lived in battle
 - C. She stayed home from school to treat his brother for two years
 - D. She was left by her parents to take care of her siblings
 - E. She was appointed by the president to a nurse for the battle
32. Why was Clara called as “the Angel of Battlefields”?
- A. She took care of soldiers who were injured or ill
 - B. She was a woman soldier in the battlefields
 - C. She wasn’t afraid of the situation of battlefield

- D. She was the only nurse in the battlefield
 - E. President Lincoln was proud of her
33. From the text, Americans did not accept the Geneva Convention because
- A. They didn't need them
 - B. They could threat them as well
 - C. They did not know about nursing
 - D. They did not like the Europe's treaty
 - E. There would never be another war
34. What make the American President sign the Geneva Convention?
- A. The President recognized Clara Barton
 - B. A sudden war happened in America
 - C. Many people were homeless because of poverty
 - D. The Red Cross helped people when the terrible fires broke out
 - E. No one helped when Americans got disasters
35. From the text, we know that Clara Barton was
- A. Diligent and helpful
 - B. Stubborn and clever
 - C. Friendly and famous
 - D. Rich and famous
 - E. Clever and punctual
- ////////////////////////////////////



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2
PEMALANG**

Jl. Jenderal Sudirman No. 14 Taman – Pemalang Telp. 0284 – 321452 Fax. 0284-321923

Website : www.sman2pmlsch.id email: info@sman2pemalang.sch.id

**LEMBAR JAWABAN
PENILAIAN AKHIR SEMESTER 1
TAHUN PELAJARAN 2018/2019**

Mapel : B. Inggris Peminatan
Ruang : 15

Nama : Ananda N.L.O
Kelas : X IPS 1
No. Peserta : 34-006-..252-1

Pilihan Ganda

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**PEMERINTAH PROVINSI JAWA TENGAH
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**LEMBAR JAWABAN
PENILAIAN AKHIR SEMESTER I
TAHUN PELAJARAN 2018/2019**

Mapel : Bahasa dan sastra inggris
Ruang : 15

Nama : Khotimah
Kelas : X IPS
No. Peserta : 34-006-..... 268 - 1

Pilihan Ganda

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STUDENTS' RECAPITULATION DATA OF SHS Z

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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2	ALFINA I.F	1	0	1	1	1	0	0	0	1	0	1	0	0	0	1	1	0
3	ANDI A.	1	1	1	0	1	1	0	0	1	0	0	0	0	0	1	1	1
4	ANDRE S.	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0
5	ANINDA Y.I	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0
6	ARYA DWI N.S	1	0	0	1	1	1	0	1	0	0	0	0	1	0	1	0	0
7	AUFAA S.N	1	1	1	0	0	1	1	0	1	1	0	0	1	0	0	1	1
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11	DEVI THIA S.	1	0	1	1	0	1	0	0	1	1	0	0	0	0	1	1	0
12	ERLANGGA P.G	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1	1	0
13	FATAH N.R	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0
14	FRISKA Y.W	1	1	1	1	1	1	0	0	1	0	0	0	0	1	0	1	0
15	GALUH M.	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0
16	HANIFATUS S.	1	0	1	1	0	1	0	0	1	1	0	0	0	0	0	1	0
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18	IIS NUR A.	1	0	1	1	1	1	0	0	1	0	0	1	1	0	1	1	0
19	JEZHIA C.K	1	1	1	1	1	1	0	0	1	0	0	0	1	0	0	0	0
20	KHALIMATUS S	1	1	1	1	1	0	0	0	1	0	0	0	1	0	0	0	0

21	M HABIB R.	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	0
22	MELISA P.J	1	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0
23	NABILA P.S	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0
24	QHARIRA F.	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0
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27	REZA B.M. N	1	0	1	0	1	1	0	0	0	1	1	0	1	0	0	1	0
28	RIO HANS K.S	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0
29	SELVINA R.P	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0
30	SHERLY S.	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1
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34	WIWI F.	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0

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0	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	0	0	13	37,14
1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	25	71,43
1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	0	0	1	14	40,00
0	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	17	48,57
0	0	0	1	1	1	1	0	1	0	0	0	0	0	1	0	0	0	17	48,57
1	0	1	1	1	0	1	0	0	1	0	0	0	0	0	0	0	1	14	40,00
0	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	13	37,14
0	1	0	0	1	0	1	0	1	0	0	0	0	1	1	0	0	1	15	42,86

Appendix 11 Research Project Consultation Journals

RESEARCH PROJECT PROPOSAL CONSULTATION JOURNAL

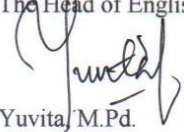
1. Name : Adinda Putri Nurbaeti
2. NPM : 1615500001
3. Study Program/ Semester : English Department/ 8
4. Research Project Title : Quality of the Test: Items Analysis of Achievement Test at the Senior High Schools in Pematang
5. Advisors :
 - a. First Advisor : Dr. Taufiqulloh, M. Hum.
 - b. Second Advisor : Anin Eka S., S.S., M. Hum.

FIRST ADVISOR

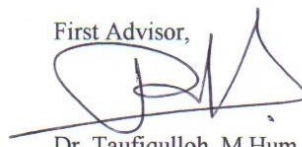
No	Day/ Date	Description	Advisors's Signatures
1	Mon, March 11 th 2019	Instrument of the research : Questionnaire	
2	Fri, July 5 th 2019	Chapter 4 & 5 : Table of Questionnaire should be in app.	
3	Mon, July 15 th 2019	Ch 1-5 : Tabulation format ; Discussion	
4	Wed, July 17 th 2019	Accepted	

Tegal, July 2019

Acknowledged by,
The Head of English Department


Yuvita, M.Pd.
NIDN. 0601077705







First Advisor,


Dr. Taufiqulloh, M. Hum.
NIDN. 061508780

RESEARCH PROJECT PROPOSAL CONSULTATION JOURNAL

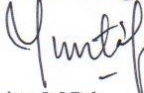
1. Name : Adinda Putri Nurbaeti
2. NPM : 1615500001
3. Study Program/ Semester : English Department/ 8
4. Research Project Title : Quality of the Test: Items Analysis of Achievement Test at the Senior High Schools in Pematang
5. Advisors :
 - a. First Advisor : Dr. Taufiqulloh, M. Hum.
 - b. Second Advisor : Anin Eka Sulistyawati, S.S., M. Hum.

SECOND ADVISOR


No	Day/ Date	Description	Advisors's Signatures
1	Mon, March 11 th 2019	Instrument of the research : Questionnaire	
2	Thu, April 4 th 2019	Instrument of the research	
3	Mon, July 8 th 2019	Ch 4 & 5 : Format of table, paragraph; add the diagrams	
4	Wed, July 10 th 2019	Ch. 1 - 3 : Tenses, paraphrase.	
5	Wed, July 17 th 2019	Abstract should be only 1 page; Complete the list of appendices	
6	Thu, July 18 th 2019	Accepted	

Tegal, July 2019

Acknowledged by,
The Head of English Department


Yuvita, M.Pd.
NIDN. 0601077705

Second Advisor,


Anin Eka S., S.S., M. Hum.
NIDN. 0628078501

Appendix 12 Official Letter of Pancasakti University



YAYASAN PENDIDIKAN PANCASAKTI TEGAL

UNIVERSITAS PANCASAKTI TEGAL

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PROGDI : PPKN, PBSI & D, PBI, PEND. MATEMATIKA, BIMBINGAN DAN KONSELING,
PEND. EKOP., DAN PEND. IPA (STATUS TERAKREDITASI)

SEKRETARIAT : JL. HALMAHERA KM. 1 TELP. (0283) 357122 TEGAL

Nomor : 018/PBI/FKIP/UPS/I/2019
Perihal : *Permohonan Izin Observasi Awal*

Tegal 17 JANUARI 2019

Yth. Kepala
di –
PEMALANG

Dengan hormat kami mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami,

Nama : Adinda Putri Nurbacti
NPM : 1615 500 001
Program Studi : Pendidikan Bahasa Inggris
Maksud : Studi lapangan/observasi awal dalam rangka penyusunan Skripsi Strata 1 FKIP UPS Tegal.
Judul :

“QUALITY OF THE TEST:AN ITEM ANALYSIS OF
ACHIEVEMENT TESTS AT SENIOR HIGH SCHOOLS IN
PEMALANG”

Pembimbing I : Dr.Taufiqulloh M.Hum
II : Anin Eka S,SS M.Hum

Selanjutnya, kami mohon kiranya Bapak/Ibu berkenan memberi bimbingan dan arahan agar mahasiswa kami tersebut bisa menyelesaikan skripsi dan studi dengan baik.

Demikian, atas bantuan dan kerjasamanya, disampaikan terima kasih.

Dekan,



Drs. Masfuad ES., M.Pd.
NIDN:0630086302

Appendix 13 Official Letters of Senior High School



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
PEMALANG**

Jalan Jendral Gatot Subroto Pemalang 52319 Telepon (0284) 321437
Faximile (0284) 325226 e-mail : sman1pml.jateng@gmail.com website : sman1-pemalang.sch.id

**SURAT KETERANGAN
Nomor : 423.6 / 1449**

Yang bertanda tangan dibawah ini :

Nama : AYANTO, S.Pd., M.Pd.
NIP : 19660415 199003 1 009
Pangkat / Gol. : Pembina Tk. I, IV/ b
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : ADINDA PUTRI NURBAETI
N P M : 1615 500 001
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian dalam rangka menyusun Skripsi dengan judul "*Quality of the Test: An Item Analysis of the Achievement Test At Senior High Schools in Pemalang*" Pada tanggal 18 Juni 2019 di SMA Negeri 1 Pemalang.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.



Pemalang, 17 Juli 2019

KEPALA SMA NEGERI 1
PEMALANG,

AYANTO, S.Pd., M.Pd.

Pembina Tingkat I

NIP. 19660415 199003 1 009

Tembusan Yth. :

1. Kepala DISDIKBUD Prov. Jawa Tengah
2. Kepala Cabang DISDIKBUD XII Provinsi Jawa Tengah
3. Dekan FKIP UPS TEGAL



PEMERINTAH PROPINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2
PEMALANG

Jl. Jend. Sudirman No. 14 Taman – Pemalang Telp. 0284 – 321452 Fax. 0284-321923
 Website : www.sman2pml.sch.id email: info@sman2pemalang.sch.id

SURAT KETERANGAN

No : 421.3/008

Yang bertanda tangan di bawah ini Kepala SMA Negeri 2 Pemalang, berdasarkan Surat Permohonan dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal Nomor : 018/PBI/FKIP/UPS/I/2019 Tanggal 17 Januari 2019 Perihal Permohonan Izin Observasi Awal, menerangkan bahwa :

Nama : **Adinda Putri Nurbaeti**
 NIM : 1615 500 001
 Prodi : Pendidikan Bahasa Inggris

Telah selesai melaksanakan Penelitian pada tanggal 29 Mei 2019 dalam rangka penelitian skripsi yang berjudul "Quality Of The Test : An Item Analysis Of Achievement Tests At Senior High Schools In Pemalang" di SMA Negeri 2 Pemalang.

Demikian surat keterangan ini untuk dapat dipergunakan seperlunya.



Pemalang, 18 Juli 2019

Kepala Sekolah

Drs. Akoid, M.Pd

NIP. 19600523 198603 1 011



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 3
PEMALANG**

Jalan Mochtar Nomor 2 Pemalang Kode Pos 52312 Telepon 0284-321218
E-mail: sman3_pemalang@yahoo.co.id

SURAT KETERANGAN

Nomor : 070 / 547

Yang bertanda tangan di bawah ini :

Nama	: CAHYONO, S.Pd.,M.Si.
N I P	: 19680102 199301 1 004
Pangkat/Gol Ruang	: Pembina, IV/a
Jabatan	: Kepala SMA Negeri 3 Pemalang

Menerangkan dengan sebenarnya bahwa :

Nama	: Adinda Putri N
Tempat Tgl Lahir	: Pemalang, 24 September 1997
NIM / Identitas	: 1615500001
Nama Perguruan Tinggi	: Universitas Pancasakti Tegal
Alamat	: Desa Kalirandu Rt04 Rw 03 Petarukan Pemalang
Progdi	: Pendidikan Bahasa Inggris

Telah benar-benar melakukan penelitian di SMA Negeri 3 Pemalang, pada tanggal 27 Mei 2019 dengan judul "Quality of the Test: Items Analysis of the Achievement Tests at Senior High Schools in Pemalang"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Pemalang, 16 Juli 2019

Kepala Sekolah

CAHYONO, S.Pd.,M.Si.
 Pembina
 NIP. 19680102 199301 1 004